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ABSTRACT

Based on ten years of testing a skill building strategy with graduate students, this manual attempts to provide a knowledge base in community leadership, a schema for theoretical discussion, and opportunities for group interaction and critique. The conceptual skills developed in the strategy include the ability to screen information, identify informal structures within organizations, predict trends, establish priorities, allocate resources, and analyze power structures. The strategy utilizes M.S. Knowles's concept of andragogy (self-directed inquiry). The sequence of the presentation includes steps on building a knowledge base, examining the theory, developing a rationale, defining the phenomenon, positing assumptions and hypotheses, and developing, presenting, and defending a model. (Author/WD)

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CONCEPTUAL SKILL BUILDING

WITH

COMMUNITY LEADERS

A MANUAL

BY

DONALD C. WEAVER

WESTERN MICHIGAN UNIVERSITY

JUNE
1980

EA 013 245

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PREFACE

In his now famous analysis of the skills of an effective administrator Robert Katz (1955) points out:

> " . . . conceptual skill involves the ability to see the enterprise as a whole; it includes recognizing how the various functions of the organization depend on one another, and how changes in any one part affect all the others; and it extends to visualizing the relationship of the individual business to the industry, the community, and the political, social, and economic forces of the nation as a whole. Recognizing these relationships and perceiving the significant elements in any situation, the administrator should then be able to act in a way which advances the over-all welfare of the total organization."

There seems little doubt that the skills implied in "recognizing how the various functions of the organization depend on one another" and "visualizing relationships of the individual enterprise to the community, and the political, social and economic forces of the nation as a whole" are critical to success as a community leader. That is to say, without highly developed conceptual skills, those who attempt to give leadership in today's complex societal milieu are likely to fail.

To be sure, technical and human skills as defined by Katz are important to success in community leadership. Yet, many training programs for community leaders screen for human skills upon entry to the program and such on-the-job skill development activities as internships and field projects are included in the training process to develop the required technical skills.

Not so with conceptual skills. An analysis of current training programs for community leaders (Johnson, 1975; Sandberg and Weaver, 1977; Kimbrough, 1977) reveals few strategies specifically designed to develop conceptual skills.

Western Michigan University has been involved in testing a conceptual skill building strategy with graduate students over the past 10 years. The strategy has been revised each of the past 10 years and will, no doubt, continue to be reworked as each new group of graduate students struggles through the conceptualizing process.

The conceptual skill building strategies included in the manual are shared with our colleagues who train community leaders at the graduate level in the hope that they may find them useful and that further modifications may be made in the manual based upon its use in a variety of training settings.

D.C.W.

ACKNOWLEDGEMENTS

The exercises and suggested activities included in this manual have evolved over a period of years as the writer taught seminar groups of doctoral students at the National Center for Community Education and at Western Michigan University. As each new group of students struggled through the process of conceptualizing community education, modifications were made in the manuscript. Hence, the manual in its present form represents the work of scores of students over the past 10 years.

The contribution of one student deserves special recognition. During the 1978-79 academic year, Frank Cookingham prepared the "Schema for Theoretical Discussion" included in the manual and worked with the writer to develop and test a number of the conceptual skill building exercises. Frank Cookingham's contributions to the manual and to the learning process are acknowledged with appreciation.

For their willingness to share samples of their work in the conceptualizing process, special thanks go to Louise Angelo, Delores Brissett, Gail Ganakas, Diane Gillo, Miriam Helmreich, Alice Hullhorst and Margaret Novak.

D.C.W.

PART I

SKILLS REQUIRED FOR COMMUNITY LEADERS

SKILLS REQUIRED FOR COMMUNITY LEADERS

As a result of 15 years of experience directing graduate level training programs for community leaders, the writer believes that some combination of the three skills identified by Katz (1955) is essential to successful community leadership. That is to say, those who successfully provide leadership for building community must have developed human, technical and conceptual skills. Graduate level training programs within the Universities provide opportunities for the development of skills in all three skill areas.

However, mid-career graduate level training programs should probably emphasize primarily the development of technical and conceptual skills.

It is unlikely that a mid-career training program involving adults with substantive professional experience can be expected to alter the human skills of the trainee inasmuch as such skills are related to ones personal needs dispositions and basic value set both of which appear to be formed early in ones life. Such human skills as the following identified by participants in the National Conference on Graduate Level Training (Weaver, 1979) appear to be essential to successful functioning as community leaders:

ability to maintain organizational health

ability to build trust

ability to establish credibility

ability to develop support systems

ability to communicate empathy

ability to encourage

ability to sense needs of subordinates

ability to influence others

ability to develop a constituency

ability to give positive reinforcement

etc.

If, indeed, human skills such as those indicated above are not substantially modified during the graduate training process, then it behooves those operating such training programs to screen for human skills upon entry to the graduate training programs.

On the other hand, technical skill development is a realistic goal of the graduate training program for community leaders. The development of technical skills requires a concentrated laboratory - type experience under the supervision of a trainer skilled in the particular technique being developed. Further, the technical skill level of those entering the training program should be assessed upon entry to insure that those requiring particular technical skills participate in the activities intended to develop such skills.

Both self-assessment techniques such as the Skills Assessment Instrument and the Self Rating Summary appearing in Appendix A of this manual and the Career Development Center (Goodstein, 1980) developed by University Associates serve as means to assess the technical skill levels of those entering training programs.

The extent to which those entering graduate training for community leadership possess such technical skills as the following should be assessed upon entry to the training program and technical skill building laboratory experiences provided in those areas where weaknesses are identified.

ability to manage conflict

ability to listen

ability to train local leaders

ability to negotiate

ability to propose tentative solutions

ability to assess need

ability to create linkages

ability to identify resources

ability to assist groups to organize

ability to monitor and evaluate group performance

ability to mediate

ability to delegate responsibility and authority

ability to collect and present data

ability to cut red tape

ability to take risks with people

etc.

Despite the claim that graduate training programs are directed primarily toward conceptual skill development, it is difficult to identify specific activities aimed at conceptual skill development in most graduate training programs for community leaders. Further, there does not appear to be any indication that program changes are imminent. Indeed, in a recent survey among professors of educational administration and heads of departments of educational administration Silver and Spuck (1978) report:

> From the data yielded by this section of the questionnaire, there do not seem to have been any radical departures from the norm in recent program changes; nor do drastic changes seem imminent. The changes seem to be gradual and cumulative.

This manual describes a conceptual skill building strategy employed over the past eight years at Western Michigan University as part of the training program for community leaders. The strategy is part of a year-long Seminar in which the student is required to build a knowledge base in community leadership and develop and defend a theory of community leadership. Sample activities and materials are included to illustrate the means by which such conceptual skills as the following are developed:

ability to screen information

ability to identify informal structures within organizations

ability to perceive the structural elements of the system and the interrelatedness of those elements

ability to predict trends

ability to establish priorities

ability to critique readings and observations

ability to monitor and evaluate group performance

ability to mediate between the organization and the individual

ability to separate the critical from the superficial

ability to assess talents and skills

ability to allocate resources

ability to time interventions

ability to fantasize

ability to analyze power structure

etc.

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THE CONCEPTUALIZING PROCESS

Many of those who profess to be community leaders find it extremely difficult to articulate the concept of community leadership clearly and concisely. At the same time, few training programs for community education leaders appear to have strong theoretical-conceptual components through which those training for positions in community leadership can learn to conceptualize and hence to articulate the concept of community leadership. (Johnson, 1975).

Conceptualization involves the categorization of observed phenomena into classifications based upon prior experiences, inferring relationships beyond those implied by the previous classification and becoming sensitive to a dynamic relationship not previously observed. (Bergston and Cohen, 1979). That is to say, conceptualization permits one to see relationships and/or to create situations which permit relationships among seemingly unrelated phenomena. Conceptualization permits the community leader to see dynamic relationships not previously observed and to structure situations to utilize the new relationships in accomplishing goals. The community leader with highly developed conceptual skills is able to screen information, predict trends, establish priorities, separate the critical from the superficial, assess talents and skills and allocate resources.

Several writers in the field of community education have specified what should be done to improve the development of human and technical skills in the training of community leaders. Few have been specific regarding the development of conceptual skills. Field-based training through internships, clinics and field laboratories is provided in most doctoral level preparation programs to facilitate development of technical and human skills. (Silver and Spuck, 1978). However, there is an inference that conceptual skills (theoretical bases) are developed primarily within the university classroom setting. Indeed, the university may be the only place where the student has an opportunity to develop the conceptual skills required for adequate functioning as a community leader. For this

reason, particular attention should be given to that part of the training program which is directed toward development of conceptual skills.

In his recent writing in the area of adult learning, Knowles (1970) has proposed an approach to the teaching of adults which is a technology of involvement called andragogy. Knowles proposes that the adult learner has a need to be self-directing and that, therefore, teaching techniques at the adult level must involve the learner in self-directed inquiry. Successful andragogy, according to Knowles, requires that the teacher insure that there is a rich knowledge base and that group interactions are maintained to permit maximum benefit from group membership. In keeping with Knowles' recommendations, the writer has attempted to provide a knowledge base in community leadership, a schema for theoretical discussion and an opportunity for group interaction and critique throughout the conceptual development process with graduate level students. The reader will note each of the above elements in Part II of this manual.

Ten years ago following a presentation in which the writer was bemoaning the lack of conceptual skills among community leaders, one of the more daring students of community leadership responded by saying, "If you really wanted to do something about the development of conceptual skills among community leaders, you would stop agonizing over the lack of such skills and develop the strategies by which such skills can be developed". What follows in this manual is the result of the writer's efforts over the past 10 years to follow the advice of that student; namely, to develop and test a strategy for conceptual skill development.

THE GAME PLAN

Because success in the conceptualizing process does not appear to require strict adherence to a sequence of activities, it is assumed that users of this manual will select those parts which serve particular andragogical purposes regardless of the order in which they are presented here. However, when planning teaching strategies in the group context, some logical sequence of activities is indicated. For example, before the graduate student is prepared to define community leadership, a knowledge base in the field is required. Such a knowledge base includes, among other things, familiarity with definitions proposed by others who have written in the field.

Student feedback on the conceptualizing process over the past 10 years confirms the need for some ordering of activities in the process. Most students report a need for critical examination of definitions of community leadership proposed by writers in the field prior to attempting to define community leadership for themselves. Similarly, the positing of assumptions, propositions and hypotheses appears to be much more productive after having struggled through the process of defining community leadership.

Ten years of experimentation with theory development in the Seminar for Community Leadership including student critique at each stage in the process has confirmed the logic of the sequence presented in this manual. The sequence includes:

Step 1 - Building a Knowledge Base

Step 2 - Examining the Theory - Practice Dichotomy

Step 3 - Developing a Rationale

Step 4 - Defining the Phenomenon

Step 5 - Positing Assumptions, Propositions and Testable Hypotheses

Step 6 - Developing a Model

Step 7 - Presenting and Defending the Model

Step 8 - Preparing a Narrative Description of the Model
(Includes steps 1-7 above)

Before beginning the process of acquiring the knowledge base, it is important that the student understand the end goal, namely, the building of a conceptual framework (theory) of community education. A Seminar session early in the year is devoted to a discussion of the assignment appearing on page 11 of the Manual. During discussion of the assignment, the objectives of the theory building exercise are specified to permit the student to understand the relationship between the objectives and the year's activities. (See Objectives of the Theory Building Exercise page 12).

Further experimentation with various approaches to the conceptualizing process is needed. It is hoped that materials and approaches suggested in this Manual may be a start in that direction.

COMMUNITY EDUCATION

THEORY BUILDING EXERCISE

ASSIGNMENT - Over the period of this year you are to develop your theory (conceptual framework) of community education, design a model (graphic representation) of that theory and be prepared to defend the theory in a two-hour confrontation with your peers.

The theory is to include:

1. A DESCRIPTION of the CONTEXT in which community education is to be practiced. (The environment, under whose auspices, for whom?)

2. A DEFINITION of community education. (Any ambiguous terms used in the definition must also be defined).

3. An EXPLICATION of the ASSUMPTIONS you are making about community education. (Each assumption should specify the research or empirical basis for that assumption).

4. A listing of the ELEMENTS present in a community education operation based upon your theory.

5. A statement of TESTABLE HYPOTHESES emanating from your theory.

6. A MODEL (graphic representation) of your theory including the dynamics of the relationships among the various elements of the model.

OBJECTIVES OF THEORY BUILDING EXERCISE

I. KNOWLEDGE BASE IN THE FIELD

Field trips, Readings, Lectures and Demonstrations

II. ABILITY TO ARTICULATE THE CONCEPT

Exercises requiring explication of assumptions and definitions

III. ABILITY TO THINK CRITICALLY

Critique of writings and models

IV. PRECISION IN SPEAKING AND WRITING

Elements in theory explained with precision

V. ABILITY TO THINK SYSTEMICALLY

Analysis of soc. systems
Model bldg. and analysis

VI. ABILITY TO CONCEPTUALIZE

Exercises requiring analysis of rel. among inputs, act., outputs and environment

VII. ABILITY TO HYPOTHESIZE

Exercises in projecting testable hypotheses

VIII. ABILITY TO REPRESENT IDEAS GRAPHICALLY

Model bldg.

PART II

STEPS IN THE PROCESS OF CONCEPTUAL SKILLS BUILDING IN COMMUNITY EDUCATION

BUILDING A KNOWLEDGE BASE

Inasmuch as those who teach graduate level courses in community leadership are well aware of the plethora of materials available in the area of "community" and "leadership", no attempt is made to provide a comprehensive list of such materials. The standard book and periodical references are included in the course outline appearing in Part III of the manual. Most of the materials used in building the knowledge background are ephemeral - excerpted from current writings in the field of community leadership. As might be expected, much of the information is provided through exposure to resource people such as Dr. Maurice Seay, long time leader in community education, Dr. Richard Ault, Director of Quality of Work Life Program, General Motors Corporation and Dr. Pat Edwards of the Charles Stewart Mott Foundation. In addition, students are asked to view films and film strips dealing with community leadership. (Appendix B lists films currently in use). Further, exposure to on-going community education programs through visits to such sites as the Portage, Michigan Public Schools, the Grand Rapids, Michigan Public Schools, the Flint, Michigan Community Schools and Triton College in Illinois provide a basis for understanding the role of the community leader.

Probably in the conceptualizing process, more important than the <u>source</u> of the information is the <u>use that is made of it</u>. Emphasis throughout the information gathering process is upon <u>critique</u> of what is read and/or observed. The student is required to <u>react</u> to what is observed or read based upon his/her own experience, <u>relate</u> what is observed or read to other available information and <u>extend</u> what is observed or read by processing it through his/her own experience. That is to say, emphasis is upon the <u>meaning</u> of what is read or observed. (See "Form to Be Followed in Preparation of Critiques" and "Form to Be Followed in Reporting Readings" on pages 16 and 17.

Reference to the agenda for the Seminar meeting on September 28, 1979 included in Appendix C illustrates the use of ephemeral materials. The assignment for that day was in preparation for a discussion of what constitutes "community". The reader will note that four articles were xeroxed and provided to the student for that assignment. Critique by students following the discussion of "community" has resulted in elimination of the article by Johnson. An article by Ratcliff appearing in Community College Frontiers Summer, 1978 entitled "Finding the Community in Community-Based Education" has been substituted.

Occasionally, the writer prepares material as background for a lecture. This material is then distributed to seminar members to provide information and avoid the necessity for extensive note taking. (See "Dysfunctions Within Organizations - Summary Thoughts page 19).

At the end of the year seminar participants are asked to prepare annotated bibliographies of material read during the year. These bibliographies are then provided to the seminar group the following year to give direction to their reading.

Throughout the process of building the knowledge base, students are urged to note changes in their perceptions of community leadership. Included here on pages 23 through 27 is a copy of Jeffrey's response to a question on the comprehensive examination which asked for a description of the developmental stages through which his understanding of community education has passed. It is made available to seminar participants to suggest the developmental process through which one usually goes in building a knowledge base.

The agenda for all meetings of the Seminar group during the first semester are included in Appendix C to illustrate the content areas covered and resources used. The scheduling of particular content depends more upon the availability of resources than upon any logical progression of information input.

HANDOUT

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FORM TO BE FOLLOWED IN THE PREPARATION OF CRITIQUES

1. The critique is limited to two double-spaced typewritten pages or their equivalent. (Critiques may be in the student's own handwriting where preferred)

2. Each critique is to be accompained by a cover sheet detailing:

Name of the Book or Article
The Source
Name of Person Critiquing
Date

3. Each reference in the critique is to be footnoted numerically in parentheses following the reference with each footnote detailed at the end of the critique as follows:

> [1] Willard R. Lane, Ronald G. Corwin and William G. Monahan, Foundations of Educational Administration. New York: The Macmillan Co., 1967, pp 18-19.

4. The critique is the student's reaction to specific content of the book or article. The student relates the content of the article to his own experience, to the observations of others in the field and to the principles of educational leadership under consideration. The critique should include two or three sentences of summary with the remaining space devoted to critique--reacting to; relating, extending and applying the ideas expressed by the author of the article.

Donald C. Weaver
College of Education
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H A N D O U T

FORM TO BE FOLLOWED IN REPORTING READINGS

1. The "Readings Report" is to be submitted on a 4" x 6" card using the following format:

SAMPLE

	3. (numbered chronologically) (name of critiquer)
(Bibliographic data)	Kaser, J. How to get along with career women: Guidelines for career men. Phi Delta Kappan, March, 1975, pp. 1-12
(Summary)	Joyce Kaser, a school public information specialist, describes some of the situations men and women face in today's "new world." New guidelines, she says, are emerging for male/female behavior in both the business and social worlds.
(Reaction)	Since men as well as women in our society are trapped by stereotyped roles, there is, according to the author, "a more reasonable and equitable way of interacting." Her purpose is to help readers expand their level of awareness of the pervasiveness of sex bias. Too many educators, she says, are blind to sex bias and discrimination. The first step is to recognize the problem. In discussing some subtleties of sexism, Kaser offers suggestions for eliminating sexism in language and actions. Answering the query, "What do you call a woman nowadays?" Kaser says the only acceptable terms are "women" or "young women." Such words as "chick," "babe," and "gal" are comparable to "nigger." So is "girl" when used derogatorily to imply possession.
(Critique)	The kinds of irritating situations and incidents that Kaser describes in this article are such everyday, common occurences I am surprised they are considered newsworthy by Phi Delta Kappan. However, on second thought, why should I be surprised when the organization this magazine represents has only just recently admitted women to its ranks. This has been cited by some authors as one of the reasons women have had difficulty gaining access to administrative positions in education. I agree with Kaser that every man should examine his feelings on this issue. How does he view women--as equals or helpmates? If he views women as equals he must abandon traditional behavior patterns. Your behavior, she says, will give your position away. "Your words and actions will get you every time." I admire Kaser's spirit of helpfulness. She seems to be saying, be sensitive, be aware, recognize that the world is changing and do what you can to ease the transition. I would add: keep your sense of humor--the transition may be painful, but it has its funny moments, and it certainly is interesting!

2. The prime purpose of the "Reading Report" is to assess the student's reaction to what he reads. Hence, most of the report should be devoted to critique (Reacting, relating, extending what is read.)

3. The "Reading Report" should be submitted immediately following the completion of the reading assignment.

4. Both sides of the card should be utilized.

HANDOUT

DYSFUNCTIONS WITHIN ORGANIZATIONS -- SUMMARY THOUGHTS

by

Donald C. Weaver

Note: As I reflect upon your roles as leaders in organizations, I am moved to share some rough notes on what leaders can do to minimize dysfunctions within organizations. The notes result primarily from examination of Huse - Organization Development and Change (1975), Thompson - Organizations in Action (1967), Townsend - Up the Organization (1970), and Weaver's Forty Years of Coping With Organizations (Unpublished).

D.C.W.

It seems to me that leaders can minimize the frequency with which dysfunctions occur within the organization by:

1. Mediating among the elements within the organization.
(use one to force change in the others)

Change structure	----→	Change behavior
Change personnel	----→	Change goals of organization
Update technology	----→	Change behavior
Train personnel	----→	Adopt new technology

2. Keeping the organization in touch with its environment.

Provide for systematic feedback from the environment to each part of the organization and assist units to interpret what the feedback means.

Protect the units from undue pressure from the environment, (i.e., interpret technology, people, structure, idiosyncracy to the environment).

Work toward a consistently supportive public (Community Education suffers from lack of such a public).

Take advantage of every opportunity to "open" the system.

Publicize contribution of the organization to the environment. Influence is two-way.

School

↓ ↑

Society

3. Structuring within the organization to maximize human interaction.

Keep "planning" and "doing" functions as nearly overlapping as possible.

Promote "matrix" organizational structure at administrative level.

"Teachers involved in demonstrating the use of curriculum materials are 'creating' curriculum (Penniman, 1973) -- "planning" and "doing" overlap.

"Give equal attention to provision of resources to maintain people as to maintain things in the organization, " (Fitzgerald, 1973).

4. Keeping the technology and personnel in harmony. (It is threatening to be out of it)

Keep the technology simple - or
Train personnel in use of technology

5. Keeping those in leadership positions free to "initiate" rather than simply to "respond".

Requires "open system"

Requires "delegation"

Requires "elimination of red tape"

Requires some "protection from the environment"

6. Keeping the controls of the system (power) relevant to task accomplishment.

Certain amount of social distance required to accomplish the task of the organization.

Social distance can be used to get social control which can create dysfunctions within the organization.

Delegation of power (curriculum decisions by teachers).

7. Permitting, insofar as possible, structure to emerge at various levels of the organization as the need arises.

Not always necessary to impose structure.

8. Controlling growth within the organization so that size and complexity increase at the same rate as the organization's ability to copy with them.

Sudden increases in size can create communication barriers and feelings of isolation. (Delays in communication, spread of misinformation)

9. Structuring for Communication

Office clusters

Encourage peer contact (trips to demonstration projects, exemplary programs, retreats)

10. Predicting consequences of decisions within the organization.

The conceptual ability to see the effects of pressure at one point in the system upon other elements of the system.

Viabibity of an organization requires some consistency and predictability.

11. Selecting the right style to fit the situation.

At times, systematize and quantify (Kepner - Tregoe)

At times, talk around it -- get everybody's input.

At times, 9 - 9 (full steam ahead for productivity and personal satisfaction)

At times, 1 - 9 (prime concern for individual)

At times, 9 - 1 (prime concern for task accomplishment)

12. Staffing for strength.

Matrix organization much better training ground for upward mobile personnel.

STAGES IN THE DEVELOPMENT OF AN UNDERSTANDING OF THE CONCEPT,

COMMUNITY EDUCATION - ONE PERSON'S PERCEPTION

Note: While writing the Comprehensive Examinations at Western Michigan University, Dr. John Jeffrey was asked to describe the developmental stages through which his understanding of Community Education had passed. John's response was in some ways typical of that of many community educators and in many ways may be unique. It is provided here in order that you may compare it with your own experience.

D. C. W.

The writer's concept of community education has passed through five major stages or phases since he became familiar with the phenomenon. The first stage represents a beginning understanding of the concept obtained in St. Louis while the writer was employed by the YMCA and the Juvenile Court. As a YMCA Director, the writer became involved in the organization of a community school in the same neighborhood as that served by the YMCA. Hence, the writer's initial experience with community education was based upon a single opportunity to help develop a community school and not upon opportunities to examine any of the literature relevant to community education.

The writer's initial concept, then, of community education was one of an after-school, program oriented, group of activities designed to keep children out of trouble. Its main purpose was to provide athletic and enrichment activities for children in an effort to combat drug usage and other delinquent activities. The writer was impressed enough with this concept of community education to apply for a C. S. Mott Fellowship to study the concept in Flint, Michigan.

The second stage of the writer's understanding of community education might be termed the Flint Community Education Model. This stage was based upon initial experiences with the community education program in Flint. This

stage marked the writer's first opportunity to veiw an entire city committed to the community education concept. The Flint model views the school as the hub of all community education activities. It sees the school as "a catalytic agent for setting in motion many programs for individual and community betterment". (Totten, The Power of Community Education, 1970, p. 5.) The key word in the previous sentence is "programs". The Flint Model is program oriented. It stresses programs for both children and adults at the school building.

This model is similiar to the "Conventional Model" of community education pointed out by Weaver in 1972 in a publication titled "The Emerging Community Education Model". This model takes place in a stable social setting in which the community educator's main function is to provide school-based programs for all citizens. The conventional model assumes a congruence of school and community goals and holds the belief that education and schooling are synonymous. The writer's thinking passed easily from stage one to stage two because the Flint Model represented little more than adding adults to the program oriented model experienced by the writer in St. Louis. The writer experienced uneasy feelings about both the St. Louis and Flint models because they allowed little opportunity for community input into decision making.

The writer moved from stage two to stage three in his thinking based upon two major factors. First, an internship in the Waterford, Michigan, area provided an opportunity to see some community participation in decision making following program involvement. Second, the

writer was impressed with the Community Education Concepts outlined by Dr. Jack Minzey and Dr. Clyde LeTarte in their book, Community Education: From Program to Process. Minzey and LeTarte hold that one first gets the community involved via programs and then moves the community into "process". Process is defined as a procedure by which "the latent forces of a community can be unleashed to cope with community problems and bring about change". (Community Education: From Program to Process, 1972, p. 36). Hence, Minzey and LeTarte assume that: communities are capable of positive change; social problems have solutions; one of the strongest forces for making change is community power; and community members are desirous of improving their communities and are willing to contribute their energies toward such ends. Hence, the writer's thinking moved from stage two to stage three because the Minzey Model provides for community input into decision making. It views community education as more than programs provided for the community. Its aim is to mobilize community resources to provide for effective problem solving.

The fourth stage in the writer's conceptualization of community education is based to a great extent upon the "Emerging Community Education Model" outlined by Weaver in 1972. This model, based upon a nation-wide survey of community educators, holds that we can no longer hope to begin with programs and move to process. It holds that it is essential that community education begin with process rather than program aspects when it is implemented in a new community. Weaver cites the real difficulty involved in moving from program to process. He warns that it is too easy to get locked into program and never really get at processes such as coordinating community agencies,

surveying attitudes and interests, demonstrating the humanistic approach to education, training lay leaders and improving the public image of the school. Weaver's emerging model (and the fourth stage in the writer's thinking) is community-oriented, process-based, and holds that the community educator is responsible to the entire community rather than just to the school.

The writer found it quite easy to move into stage four based upon observations of many community education programs which gave "lip-service" to process but were too busy with programs to move toward true community involvement. In addition, reading material such as James Coleman's "Community Disorganization" (Which points out that we now live in a Gesellschaft society) has convinced the writer of the need for process as a means of mobilizing community resources to solve community problems.

The fifth and present stage in the writer's conceptualization of community education is really a broadened version of Weaver's "Emerging Model". The writer has become convinced that community education is, in reality, the process of mobilizing <u>all</u> the resources of a community toward the goal of providing an atmosphere which will enable each individual in the community to achieve his/her own highest good in life. This concept would differ from that of stage four in one major respect. Phase four placed emphasis upon the process of mobilizing all <u>educational</u> resources while phase five stresses <u>mobilizing all</u> community resources. The writer's thinking has evolved to the point that all resources in the community are really educational resources. In short, the community educator is responsible to the entire community; helps mobilize all the resources of the community; and is responsible for freeing all community members to work for the good of the entire community.

HANDOUT
(Cont'd)

As the preceding paragraph indicates, the writer's thoughts about community education have moved through five stages. In short, they have evolved from an after-school, program oriented group of activities to a process of mobilizing all the resources of the community toward the end of self-actualization for all citizens.

EXAMINING THE THEORY - PRACTICE DICHOTOMY

There is no real dichotomy between "theory" and "practice". Inasmuch as theory can be defined as a systematic framework of one's beliefs about a particular phenomenon, it would be expected that the development of theory would result in the positing of assumptions, propositions and hypotheses - hypotheses which would be tested in practice. Further, it would be expected that the utility of a particular theory would depend upon the extent to which it was considered "good" based upon tests in practice. Hence, in the field of community leadership, a practice which does not emanate from sound theory is of doubtful value; but, similarly, a theory which does not generate testable hypotheses is of equally doubtful value.

Despite the fact that theory and practice are inextricably dependent one upon the other, it has long been popular in the field of education to speak of theory and practice as if they were dichotomous. For that reason, it has seemed desirable for the student of community leadership to examine the so-called dichotomy briefly better to understand the inter relationship between theory and practice before proceeding to the development of a rationale for a particular theoretical position.

It is at this point that the student is urged to begin some reading in the area of theory development. Two references have been particularly helpful in the examination of theory:

Dubin, R. Theory Building. New York: Free Press, 1969.

Reynolds, P. D. A Primer in Theory Construction. Indianapolis, Indiana: Bobbs Merrill Publishing, 1971.

Also, there follows on pages 88 to 97, a series of bibliographies prepared for use by students as they seek to examine the area of theory development.

The following four exercises have been useful in helping students to examine the relationship between theory and practice:

Exercise #1 - True-false Test-Page 30. (The test is given prior to any discussion of theory and practice and is followed by a lecture on the relationship between theory and practice in which reference is made to items on the test. Students are urged to note discrepancies between their responses on the test and the lecturer's conclusions regarding statements relating to theory and practice.)

Exercise #2 - Definitions of Practice and Theory-Page 31. (This exercise is completed prior to the lecture on theory and practice. Students' responses on the exercise are discussed during the lecture (discussion) on theory and practice.)

Exercise #3 - Theory-Practice Continuum-Page 32. (This exercise is completed prior to the lecture on theory and practice. Students' responses on the exercise are discussed during the lecture (discussion) on theory and practice.)

Exercise #4 - The Theory-Practice Orientation of Community Education-Page 33. (This exercise is assigned and discussed following the lecture and discussion of the relationship between theory and practice.)

EXERCISE #1 - THEORY-PRACTICE DICHOTOMY

THEORY AND PRACTICE IN EDUCATIONAL LEADERSHIP

Directions -- Read the following statements relating to theory and practice. If you believe the statement is true, place a "T" in the left margin opposite the statement. If you believe the statement is false, place an "F" in the left margin opposite the statement. Do not use the space in the right margin.

____	1.	What is needed in training programs for educational leaders is more attention to "theory" and less attention to "practice."	T
____	2.	"Theory" in educational leadership has more relevance to the university than to the elementary and secondary school.	F
____	3.	One's educational "theory" is influenced primarily by the professional courses taken in his/her field of specialization.	F
____	4.	Most "theory" development in educational leadership occurs inadvertently.	T
____	5.	Educational leadership "theory" which is not practiceable is of doubtful value.	T
____	6.	It is impossible to judge the worth of a "practice" unless you know the "theory" from which it emanates.	T
____	7.	The sharing of "practice" alone is of little use to the educational leader.	T
____	8.	As they operate in the daily work of most educational leaders "theory" and "practice" are almost totally unrelated.	F
____	9.	One who operates from sound "theory" is virtually assured of successful "practice."	F
____	10.	It is possible to infer "theory" by observing "practice."	T
____	11.	A systemized "theory" is essential to the objective evaluation of "practices" in educational leadership.	T
____	12.	Educational "theory" has more relevance to the work of the researcher than to that of the practitioner.	F
____	13.	The "theory" held by the educational leader is usually so general and nebulous that it serves no purpose to attempt to systematize it.	F
____	14.	Technical skills are best learned on the job.	T
____	15.	Beginning practitioners in education would be more successful if the training institutions concentrated more upon "practice" and less upon "theory."	F
____	16.	The development of conceptual skills among prospective educational leaders is the prime responsibility of the training institution.	T

EXERCISE #2 - THEORY-PRACTICE DICHOTOMY

The purpose of this exercise is to have you think through your ideas about the practicality of theory, and to generate group discussion.

"There is nothing as practical as a good theory."

In one paragraph either defend or refute the above statement as best you can.

Review the paragraph you've just written. What definitions of "practical", "theory", and "good theory" are you using?

Practical --

Theory --

Good theory --

EXERCISE #3 - THEORY-PRACTICE DICHOTOMY

The purpose of this exercise is to jostle your ideas about theory, practice, and the relationships between them. There are no correct answers, but you are encouraged to present a strong case for an answer to each item.

1. "Theory" and "practice" are often described as opposite poles on a continuum, called the theory-practice continuum. What could such a continuum actually represent?

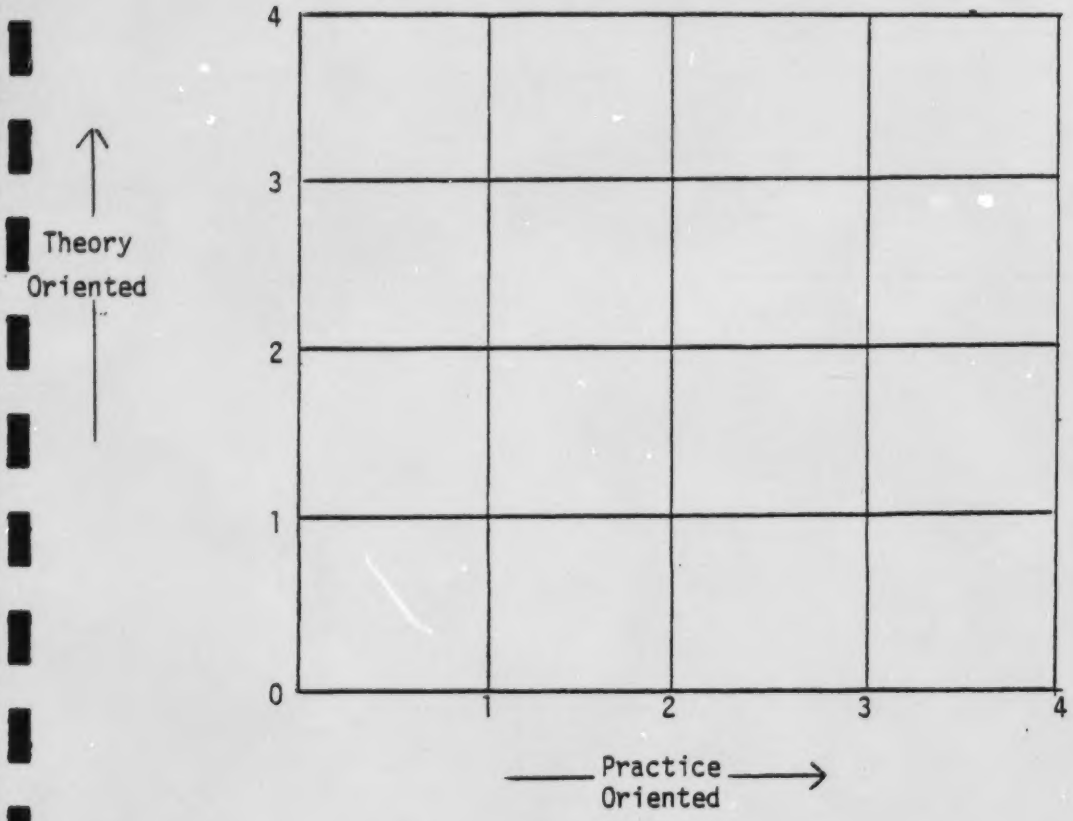
   What else could it be called?

THEORY — The name of this continuum is _____. — PRACTICE

2. Draw another type of picture that represents your understanding of the relationships between theory and practice.

EXERCISE #4 - THEORY-PRACTICE DICHOTOMY

THE THEORY-PRACTICE ORIENTATION OF COMMUNITY EDUCATORS



1. Under what circumstances would one likely be a 1-1 on the above grid? a 1 (theory) 4 (practice)? a 4 (theory) 1 (practice)? a 4-4?

2. How would you characterize persons with each of the above orientations?

3. What are the factors which determine the extent of one's theory or practice orientation?

4. Where would you place yourself on the grid with respect to your present orientation to community education?

5. Can you depict graphically a more realistic representation of the relationship between theory and practice?

DEVELOPING THE RATIONALE

Having spent the first semester building a knowledge base in the field of community education and having examined the relationship between theory and practice, the student is now ready to prepare a rationale leading logically to the definition of community education to which the student subscribes. In this process, the student leads the reader step by step to his/her definition - a very similar process through which the student goes in building the theory base for the dissertation.

A sample introduction prepared by a student in the Advanced Seminar is included on pages 35 to 41 to illustrate the process.

Two criteria must be met by the student preparing a rationale:

1. The writer must lead the reader through the historical background of the phenomenon under consideration to the point where the reader is prepared to examine the definition proposed by the writer. ("Flow" of the writing is important here).

2. The writer must support his rationale with appropriate current references from the literature.

SAMPLE - BUILDING THE RATIONALE

INTRODUCTION

After a decade of criticism, public education in 1980 faces a crisis. Existing for years as "society's band-aid" (Yaffe, 1980), the schools have been expected to provide a variety of services and solutions beyond education. While societal expectations increased, professional educators operated under the illusion that they alone were responsible for education (Melby, 1972). Declining enrollment combined with increased costs are now forcing many traditional systems to reduce their professional staff and eliminate extra programs, and in some instances, close entire schools. Does this crisis have to spell disaster for public education? Not necessarily, but the traditional school system, as it has existed will have to drastically change to meet the demands of today and tomorrow.

It appears that the bottom has finally fallen out of a system overloaded with responsibilities, burdened from managing decline and locked into a structure that it can no longer support. Yet, the crisis that public education is now experiencing could be regarded as a blessing in disguise and out of the crisis can emerge the opportunity to meet the challenges of the future.

Although there has been significant changes in the system there hasn't been a change in the focus of public education in our country. It is essential then, to examine the dynamics that prevailed under the traditional system. Basically, the traditional system functioned to provide education for the children in the community with the school assuming the total responsibility in this effort. Eventually, the schools began to provide services that

were once provided by the family or the community. Operating as a closed system, the schools remained isolated from the community and subdivided within the system, having little direct or open communication outside of the structure. Buckley (1968), states that a closed system will eventually become disorganized and disorderly. The traditional system, although existing in a changing environment, remained closed and therefore became dysfunctional as a result of blocked communication channels and isolation. Little use was made of the human or physical resources that surrounded the schools.

Managed by a handful of individuals, of which some were elected by the people of the community, the schools grew more and more fragmented and operated again, from a subdivided element within the system's population. Harris (1971) observes that "schools, government bodies, churches--whatever institutions we devise for what ever good and noble purposes--eventually develop a life and a raison d'etre of their own". Thus, the school gradually evolved to reflect not the educational needs of the people, but the educational needs perceived by the system's management. The school, although surrounded by a changing environment, was too isolated and divided and restricted in design to successfully respond to these changes.

In 1975 Kerensky wrote that "there is a growing realization that the school's relationship with the community is inadequate." The crisis that public education is now facing reflects years of operating under a fragmented, inadequate structure, a structure that will have to change its formation and focus on meeting the

educational needs of the whole community. Wood (1979) suggests the following as an approach to reorganizing the system: "The old notion of territory is out-moded. It doesn't provide a basis for getting at the real socio-educational questions which confront us. The needs are not simple, but complex. Most community problems require the joint action of many community systems in differing combinations. Each system must realize that even its narrowest, most paraochial actions do have an impact, positive or negative upon the broader community and its many problem situations. Likewise, the actions of other systems have an impact upon even the most unique community service situations of any individual system."

Thus the "ultimate hope" for education rests in the philosophy of community education. Perhaps the crisis that now prevails in public education will allow a new, process-based model of education to emerge---one that acknowledges and incorporates the community into its educational process, that promotes life-long learning, that remains open in the environment and responds to individual and community needs by mobilizing all resources in the community. The school will serve as a vehicle for the process of community education to function, but only one of the many different vehicles needed to reach the goals of community organization and comprehensive education for the entire community.

THEORY OF COMMUNITY EDUCATION

Following the steps in theory building outlined by Weaver (1972), it is essential to begin this systematic process by first defining community education. Perrin's (1959) guidelines for critiquing a

definition states that defining a term should primarily increase understanding. Copi's (1978) also has established similar criteria, stating that the language used in the definition must not be vague or ambiguous. Thus an understanding of the terms used reflects the definitions ab..lity to enhance the reader's perceptions and increase awareness. The definition I have developed, in order to be a true definition would, hopefully, use terms that are clear, direct and understood by the reader, with the outcome being an increased awareness of the meaning of community education.

DEFINITION OF COMMUNITY EDUCATION

COMMUNITY EDUCATION IS THE PERVASIVE ATTEMPT TO PROVIDE COMPREHENSIVE EDUCATION FOR THE ENTIRE COMMUNITY. RESPONDING TO COMMUNITY NEEDS AS WELL AS INDIVIDUAL NEEDS, COMMUNITY EDUCATION COORDINATES THE RESOURCES OF THE COMMUNITY TO DEVELOP A HOLISTIC LEARNING ENVIRONMENT. TO ACHIEVE THIS GOAL, COMMUNITY EDUCATION FOSTERS COMMUNICATION, COMMITMENT AND RESPECT BETWEEN ALL PARTS OF THE COMMUNITY.

Definition of individual terms

Comprehensive education:	Continuous education, life-long learning.
Entire community:	All individuals in the community are provided the opportunity to receive education.
Community needs:	Overall requirements for community maintenance, development and growth.

SAMPLE - BUILDING THE RATIONALE

Community resources: People, agencies, institutions, schools, business, industry, natural environment.

Holistic learning environment: Recognizing that all parts of the community can contribute to education of people.

Of the terms defined from my definition of community education, the only one that I can perceive any difficulty with is: Holistic Learning Environment. Recognizing that some readers might not be familiar with the term Holistic, I have hoped to provide a suitable explanation and clarification. Yet, as with most definitions. improvement can be made and a better term substituted.

CONTEXT IN WHICH COMMUNITY EDUCATION IS TO BE PRACTICED

The definition I have developed revolves around the process of community coordination, cooperation, and commitment towards the desired goal of comprehensive education. Much of the basis for this process orientated approach stems from the work of Weaver(1972), and Seay (1974). In Weaver's "emerging model" three characteristics are significant: 1)community orientated rather than school orientated, 2) part of a natural, open system not restricted by bureaucratic organization and 3)process based rather than program based. Seay's definition of community education states: " the process which institutes a balance...". Although my definition does not contain the word process, the emphasis is on process, as comprehensive education is delivered to meet individual and community needs by

the pooling of resources in the community.

Communication in the process of community education is also essential to achieving the desired goals. The context in which my definition can be applied is a community where the system is open and communication flows freely among all elements in the community.

Another important part of my definition is evidenced in the fostering of commitment and respect between all elements of the community. Communication is the "throughput" in this process, with the outputs being commitment and respect. Keyes (1975) refers to the sense of community that is found among individuals that feel safe with one another and are willing to share mutual beliefs and goals. In a system where communication and respect among people is apparent, and a commitment to a shared goal is evidenced, the "sense of community" that existed in our nation during the first part of the century, will be restored. It is obvious that our nation has lost trust in each other, and as Keyes illustrates, we have traded community for mobility, privacy and convenience. Thus, by starting to develop community through communication, we would break down the existing barriers, allowing trust to be eventually restored.

Resources in the community education process I have defined will be coordinated to meet the recognized needs of individuals and the community in an organized procedure. Using Daniel Bell's concept of a post-industrial society, the process of community education would reflect a society who's potential is reached from the tapping of all available community resources.

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DEFINING THE PHENOMENON

Probably the most critical step in the conceptualizing process leading to a tentative theory is the point at which the student attempts to define the phenomenon under consideration because it is from the definition that propositions and testable hypotheses are derived. Most students report that the defining process is the most difficult and the most time consuming. The definition task is even more onerous in a field such as community education or community leadership inasmuch as there appears to be no agreement in the field regarding an acceptable definition.

Exercise #5 on page 43 requires that the student critique definitions taken from the literature such critique to be based upon criteria derived from sources dealing with definitions. Weaver's discussion of the definition process is included on pages 44 to 48 as an example of material from which the student can infer the criteria for a satisfactory definition. Other such sources are listed in the reference list on pages 49 and 50.

Following the discussion of definitions critiqued, students are asked to prepare their tentative definitions - Exercise #6 page 51. Those definitions are critiqued by the Seminar Group based upon the criteria previously discussed. The Seminar leader provides both individual and group feedback on the definitions. An example of group feedback is included in the form of a memo appearing on pages 52 and 53.

Sample definitions prepared by students in the Advanced Seminar are included on pages 54 to 56 .

EXERCISE #5 - CRITIQUING DEFINITIONS

AGENDA
ADVANCED SEMINAR IN COMMUNITY EDUCATION
THURSDAY, JANUARY 17, 1980

I.	9:00 a.m. - 9:45 a.m.	Shared Readings and Observations
II.	9:45 a.m. - 10:00 a.m.	Planning - Future Seminar Sessions
III.	10:00 a.m. - 10:15 a.m.	Break
IV.	10:15 a.m. - 11:00 a.m.	Reactions to "Organizational Dysfunctions"
V.	11:00 a.m. - 12:00 noon	Theory - Practice Dichotomy

Assignment
Due Thursday, January 24, 1980

I. Prepare notes from which you can discuss each of the five questions on the "Theory-Practice Orientation Grid." (Attached)

II. Critique each of the following definitions based upon the criteria inferred from the attached handouts:

1. Le Tarte and Minzey Definition (Le Tarte and Minzey, Community Education: From Program to Process. 1972, p. 19).

2. N.C.S.E.A. Definition (Le Tarte and Minzey, Community Education: From Program to Process. 1972, p. 18).

3. Seay Definition (Seay and Associates, Community Education: A Developing Concept. 1974, p.11).

III. Come prepared to commit the area in which you will give leadership to the group.

STEPS IN THEORY DEVELOPMENT

If one wishes to systematize what he believes about a particular phenomenon, he typically follows these steps: 1) He defines the phenomenon with which he wishes to deal, 2) describes the conditions within which he expects to apply the particular phenomenon or process, 3) synthesizes what is already known about the particular phenomenon based upon both research and practice, 4) posits assumptions and hypotheses which follow logically from the synthesizing of what is already known, 5) tests the assumptions and hypotheses, and 6) modifies the theory according to the results obtained from the testing of assumptions and hypotheses. Each of the steps in theory development will be discussed briefly as it relates to the field of community education.

However, some words of caution regarding the process of theory development are in order at this point. First, while the absence of systematic theory development in community education can be demonstrated, one must not assume that there is presently no theory. Every community educator bases his practices upon some assumptions, i.e., some theoretical base. In fact, most community educators can make rather specific predictions regarding anticipated outcomes from a particular practice. The problem with such theory is that it is not systematized. It is not organized into a framework which permits the developer to analyze what he believes nor can it be communicated to others with similar concerns to permit their input into the process. What one attempts to do in theory development is systematize a framework of beliefs so that it may be examined critically by everyone concerned. Second, while the collaborative process of theory building is ultimately desirable to permit testing of assumptions about community education on a national scale, it is possible for the individual to systematize his own beliefs against which to test his practices. Third, it is unlikely that anyone in the field of community education will proceed step by step through the procedure outlined above. For many

practicing community educators the process described earlier might well be reversed, beginning at Step 6 and working ultimately to Step 1; e.g., strategies can be developed which permit one to proceed from practice to an examination of the assumptions and hypotheses upon which the practice is based. (One such strategy is described later in this article.) The steps in theory development were specified merely to suggest that the systematizing of one's beliefs about community education cannot be considered complete until the practitioner has been involved at each level in the process, has recorded his beliefs at each level, and can describe and support in reasonably concise terms his beliefs at each step.

Step 1. Defining Community Education

The first task in defining community education is to develop a glossary of terms. Fred Totten indicates the importance of such a glossary when he says, "In common practice, some leaders use words, terms, and titles which misrepresent or inaccurately express the true meaning of community education. A disciplined language will add stature to the use of the concept." Totten developed such a glossary, a fairly comprehensive list available by writing him at 1810 Ramsay Blvd., Flint, Mich. 48503.

No matter how comprehensive the taxonomy of descriptive terms, however, one must eventually face the task of defining "community education" itself. Failure to do so leavesone open to the charge of including the entire universe within the concept - a criticism often leveled at community educators. To develop a definition of the term sufficiently comprehensive to encompass all that one means to convey and at the same time precise enough to be understood by those unfamiliar with the concept is no small task. Because of the difficulty, most writers in the field have avoided defining the term altogether. Even Totten omitted the definition from his otherwise comprehensive list.

I believe community education can be defined in such a way that it is comprehensible by those unfamiliar with the concept. In fact, it is in the attempt to define the term that the would-be theorist in community education may learn the most.

The definition agreed upon by a group of doctoral students is offered here for consideration: Community education is the process by which the educational needs of the individual and of the society are met.

The statement provides a context for examining specific elements of the definition.

1. Program vs. Process? Most current writers in the field seem to favor a definition of community education as a process, thus supporting Maurice Seay, who wrote as early as 1953, "A community school . . . involves an educative process by which the resources of a community are related to the needs and interests of the people. A key phrase in this statement is an "an educative process." Of the five books published in the field within the last five years, three deal with community education as process while two give it a program emphasis. While there is supportable rationale for each of the positions, especially for the program emphasis in the early developmental stages, those interested in community education theory development will no doubt find it necessary to examine both points of view before attempting to define community education.

2. School-Based vs. Community-Based? There are those who argue that since it is the school which can reach nearly every individual within the neighborhood, community education should be school-based and administered by the local board of education. Indeed, the first nationally recognized model of community education - the Flint, Michigan, program - is a school-based model. However, increasing public criticism of the schools and their alleged inability to relate to the community has caused many to seek alternate models such as those involving joint sponsorship by the school and other governmental and/or social agencies, and those in which

the community education program is based entirely outside the school. Here, too, the theorist must examine alternatives and decide upon a definition of community education which accomplishes the goals he seeks to reach, whether school-based or community-based.

3. Education-Oriented or Social Problem-Oriented? In a discussion of the "social contract" as it relates to one of our most pressing social problems - the city - Robert Ardrey says:

> In terms of the social contract it is the urban concentration, juxtaposing unequals within a crowded environment and without the protection of space, that places incontestable demand for other than romantic concepts of men. It is the urban concentration that commands reassessment of social views.

Supporting Ardrey and with equally convincing documentation, Alvin Toffler discusses "future shock" - the discrepancy between the rate of change required for survival in today's society and the ability of the human organism to adapt to it - and makes specific recommendations to the community educator:

> We must create a "Council of the Future" in every school and community . . . Since no group holds a monopoly of insight into tomorrow, these councils must be democratic . . . Young people must help lead, if not in fact initiate, these councils so that "assumed futures" can be formulated and debated by those who will presumably invent and inhabit the future.

For the community educator the issues are, What agency is to direct the reassessment of social views? and Who is to provide the organizational structure which creates a Council of the Future?

Those who develop community education theory must decide whether or not the community education process is to be organized to deal with current social issues. If not, how is the distinction to be made between those issues considered "social" and those defined as "educational"?

4. Community Education Within a Hierarchical Organization vs. Community Education as a Social System. V.M. Kerensky and E.O. Melby argue convincingly that the rational organizational model, with its highly developed hierarchy of

titles, roles, and expectations, is inappropriate for community education, where the emphasis is upon the humanistic approach to educational services. Indeed, it might be argued that the rational organizational model is inappropriate for most organizations where there is likely to be a conflict between institutional expectations and individual need satisfaction. Because such highly structured organizational systems appear to get in the way of people providing services intended to improve the quality of life for human beings, the theorist in community education may wish to view it as a social system.

A social system may be defined simply as people in social interaction wherein the behavior of one affects each of the others. If the theorist views community education as a social system, he must be concerned primarily with the dynamics of the relationships among people in the system, less concerned with prescribed roles.

Excerpted from Weaver "A Case for Theory Development in Community Education" (Phi Delta Kappan, November, 1972 pp. 155-156.)

HANDOUT

Some Sources for Definitions of Community Education

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EXERCISE #6 - PREPARING A DEFINITION

AGENDA
ADVANCED SEMINAR IN COMMUNITY EDUCATION
THURSDAY, JANUARY 24, 1980

I.	9:00 a.m. - 9:45 a.m.	SHARED READING AND OBSERVATIONS
II.	9:45 a.m. - 10:00 a.m.	PLANNING - FUTURE SEMINAR SESSIONS
III.	10:00 a.m. - 10:15 a.m.	BREAK
IV.	10:15 a.m. - 10:45 a.m.	THEORY - PRACTICE ORIENTATION QUESTIONS
V.	10:45 a.m. - 12:00 Noon	DEFINITIONS - CRITERIA TO BE APPLIED

Assignment - Due Thursday, January 31

Prepare a definition of community education which you can accept tentatively making sure that all possibly ambiguous terms are defined. Run 12 copies of your definition to be shared within the group.

WESTERN MICHIGAN UNIVERSITY

COLLEGE OF EDUCATION
Department of Educational Leadership
Community Leadership Training Center

KALAMAZOO, MICHIGAN
49008

DATE: February 4, 1980

TO: Seminar Participants

FROM: Don Weaver

RE: Definitions

1. I hope you will examine all the definitions submitted. There is real merit in each definition. Also, you will find in each definition a unique approach to the concept.

2. The exercise of giving precision to your definition and then moving to specify the assumptions, propositions, and hypotheses associated with it test both your ingenuity and your knowledge of the field. Your ingenuity is a function of your past experience and probably depends very little upon Advanced Seminar content. On the other hand, your knowledge base should have been enhanced by your reading and our deliberations in the Seminar. Therefore, before you move to modify your definitions and develop assumptions, propositions and hypotheses, let me remind you that you have several hand-outs - especially those presented first semester - which provide content essential to the development of a knowledge base in community education. Your model is the ultimate demonstration of your familiarity with that content. (e.g., you need not accept Minzey's definition of "process." However, if you use "process" in your definition, you need to know how Minzey uses it and be able to specify the way in which you intend it is to be used - especially if your use differs from that of Minzey).

3. The definitions submitted were good for a first try. They did have several weaknesses which I have tried to call to your attention individually. Generally, the definitions will be improved by:

A. Defining possibly ambiguous terms.

B. Citing authorities where your use of a term corresponds to theirs - e.g., "process" (Minzey, 1972 pp. 31-42). I don't mean to suggest that your use must of necessity correspond to that of the authorities. Some of the most fascinating defenses of models have been those where the person chose to develop an unconventional approach to community education. However, where your use of a term corresponds to that of a recognized authority, you can strengthen your rationale by citing such authority.

HANDOUT - FEEDBACK ON DEFINITIONS
(Cont'd)

Seminar Participants
Page 2
February 4, 1980

C. Dissecting your definition to see if you can be very specific regarding:

Inputs → Activities → Outputs of your intended community education schema.

D. Testing to see if you can project what falls within your definition and what appears to be outside it - i.e., what is community education as you see it and what is not.

E. Making sure you have not been unduly influenced in the definition process by what is. This is your opportunity to decide what should be. Granted, you may be happy that the emerging model never emerged and we'll not hold that against you. However, if you think the emerging model should have emerged, this is your opportunity to demonstrate that in all its glory!

4. Good luck!

D.C.W.

P.S. I have placed a copy of Warden Process Perspectives on the table in the office. You may find pages 54-56 helpful as they suggest components of community education.

SAMPLE DEFINITION

COMMUNITY EDUCATION is a dynamic and systematic approach to the mobilization of the resources of the community to provide comprehensive, lifelong education to its members. It is a process which fosters communication, builds commitment, mutual respect and support, bringing the school and the community together as one cooperative learning and problem-solving laboratory.

GLOSSARY OF TERMS USED IN DEFINITION

COMMUNITY RESOURCES - people, schools service organizations, institutions, agencies, etc.

COMPREHENSIVE (education) - inclusive; education which takes place within and without the traditional education institution.

PROCESS (of community education) - its catalytic, energizing function (Minzey, 1974) that synthesizes the input in such a way as to minimize the forces of the needs and problems of the community; and maximize the potential of the resources of the community.

SYSTEMATIC - indicating a method of planned change.

DYNAMIC - adaptable; responsive to situational variables and changing needs.

SAMPLE DEFINITION

Community Education Theory

A. Theory statement:

When properly understood and implemented, community education is an integral part of the total process of community development.

B. Definition:

Community education is a facilitative and dynamic process in which people bound together by some commonality, learn to help one another to achieve personal growth and development. Such growth and development utilizes all the available resources within the community to accommodate the individual needs and differences and ultimately results in positive, communal growth. Community education necessitates a responsive and adaptable social structure.

Explanation of terms:

community education - the process by which people learn to understand their community and how to exist within it.

community educator - one who helps another to understand his community and how best to survive in it.

community education co-ordinator - the person who co-ordinates the learning activities which prepare the individual for life.

facilitative, dynamic process - a non-situation in which individuals are given support towards achieving their goals.

commonality - interests held in common.

personal growth and development - self-fulfillment and controlled increase in knowledge about self and the world.

resources - all those physical or human factors which may be employed in the development of the individual and/or the community.

This definition is admittedly less than totally exclusive; the attempt being to include what is, more so than what the concept is not. As a part of a formative theory, this definition will doubtlessly go through several refinements. In the interval, its function is to help in my own clarification of the concept.

SAMPLE DEFINITION

My theory of community education is an outgrowth of my personal thoughts, professional experience and academic growth. My beliefs represent my theory of community education as defined:

> COMMUNITY EDUCATION is a process of developing relationships between and among individuals within the community and related agencies. Available resources are then mobilized to foster commitment directed toward achieving goals that improve self-esteem and community-esteem.

DEFINITION OF TERMS:

Process - a way and means to a goal, whether that goal is individual or group related; a continuous, ongoing operation forever changing.

Community - is a group of people that have a commonality in their needs and benefit from sharing and interacting with each other.

Self-Esteem - One's perception of self. (me, I, ego, superego) development of a satisfying self-worth.

Community-Esteem - neighborhood, families, groups of people having positive feelings for the entire community.

Goals - basic individual and/or common needs to be achieved.

POSITING ASSUMPTIONS, PROPOSITIONS AND HYPOTHESES

Exercise #7 on page 58 begins the process of preparing propositions, assumptions and hypotheses.

Prior to the preparation of assumptions, propositions and hypotheses the "Schema for Theoretical Discussion" appearing on pages 59 to 68 is discussed along with other pertinent sources dealing with the relationship among assumptions, propositions, hypotheses and research findings.

Included on pages 69 to 70 are sample assumptions, propositions and hypotheses prepared by students in the field of community education.

EXERCISE #7 -
THE CONCEPTUAL FRAMEWORK

AGENDA
ADVANCED SEMINAR IN COMMUNITY EDUCATION
THURSDAY, JANUARY 31, 1980

9:00 a.m. - 9:30 a.m.	Shared Readings and Observations
9:30 a.m. - 10:15 a.m.	Critique of Definitions
10:15 a.m. - 10:30 a.m.	Break
10:30 a.m. - 11:30 a.m.	A Schema for Theoretical Discussion

ASSIGNMENT

Due Thursday, February 14, 1980

1. Two or more Reading Cards.
2. Prepare and run 12 copies of your tentative community education conceptual framework including a definition and at least one proposition, one assumption, one hypothesis and one statistical hypothesis.

HANDOUT

A Schema for Theoretical Discussion

In essence the task of theoretical conceptualizing in a human service field is one of synthesizing what is known about phenomena of interest, in order that what is known can be extended for the sake of improving practice (Weaver, 1972). This is done by creating a network of statements, at least some of which describe a general relationship among useful constructs, and at least some of which describe what is observed in the world by persons interested in the same phenomena. There are a variety of other types of statements used in conceptualizing, but the concern here is for those which systematically link descriptions of observations to generalizations. Again, in a human service field conceptualizing is justifiable to the extent that it leads to improved practice in serving clients' needs.

A theoretical discussion is a network of different kinds of statements. Some kinds of statements, such as definitions and assumptions, are simply starting points for logical discussion. Although in serious discussion they are not created capriciously, definitions and assumptions are arbitrary.

Other kinds of statements, such as principles and propositions, describe relationships among things of interest. These kinds of statements represent an attempt to systematically organize the salient features or the essential aspects of an interest area.

Still other kinds of statements, such as hypotheses and research findings, describe or anticipate how empirical observations will

relate to one another. These kinds of statements represent an attempt to validate principles and propositions by organizing empirical observations.

The network of principles and propositions, supported logically by a rational network of assumptions and definitions, supported empirically by an observable network of hypotheses and research findings, constitutes a rationale. Conceptualizing or theorizing is simply creating a sound rationale by organizing information that has stroug logical and empirical support. This can be diagrammed as shown in Figure 1.

It is helpful to distinguish among different types of statements in the network, but different writers use different sets of terms. The meanings of the terms often overlap, so that one person's hypothesis is another person's proposition and a third person's principle. Mouly's (1970) definition for "hypothesis" illustrates the linguistic muddle:

> Operationally, a hypothesis can be considered a tentative generalization about the problem under investigation; it is an assumption or proposition . . . (p. 104, emphasis added).

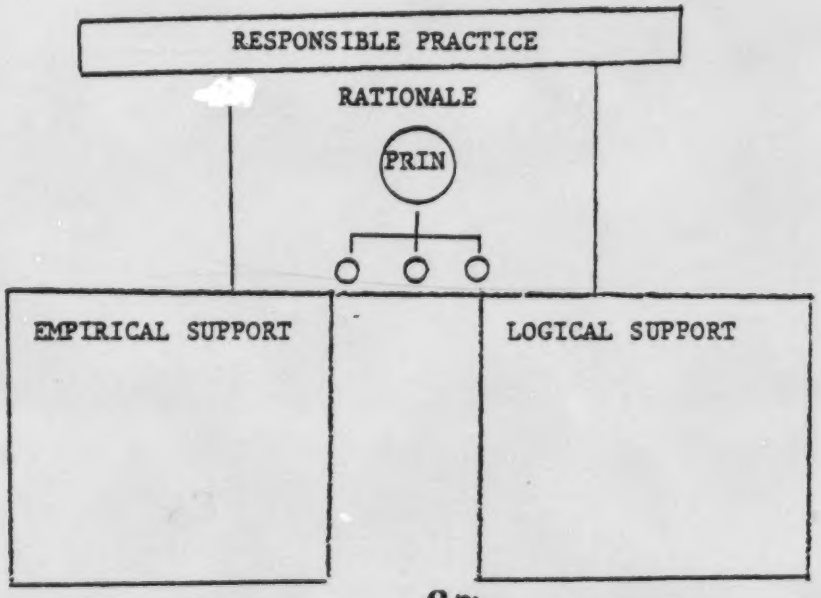
A group that is serious about conceptualizing about phenomena must agree on the terminology used to describe the elements of conceptualizing. It is recommended that relatively little time be given to arguing the merits of using different terms in different ways. A linguistic convention should be adopted for at least five types of statements, however, which in this Manual will be called assumptions, principles, propositions, hypotheses, and research findings.

Statements are composed of various elements. In the following discussion, "unit" refers to that part of a statement which describes a collection of properties for some set of things (Dubin, 1969). Examples of units include formal education for a community educator, skill in helping a group solve some problem, size of an educational program, etc. Properties may be present in all-or-none fashion, or in various degrees (variables).

Rationale

A rationale consists of propositions organized logically and empirically to provide support for general principles. Figure 2 highlights the place of principles in theoretical discussions, and Figure 3 highlights the place of propositions.

FIGURE 2
Principles in Theoretical Discussion



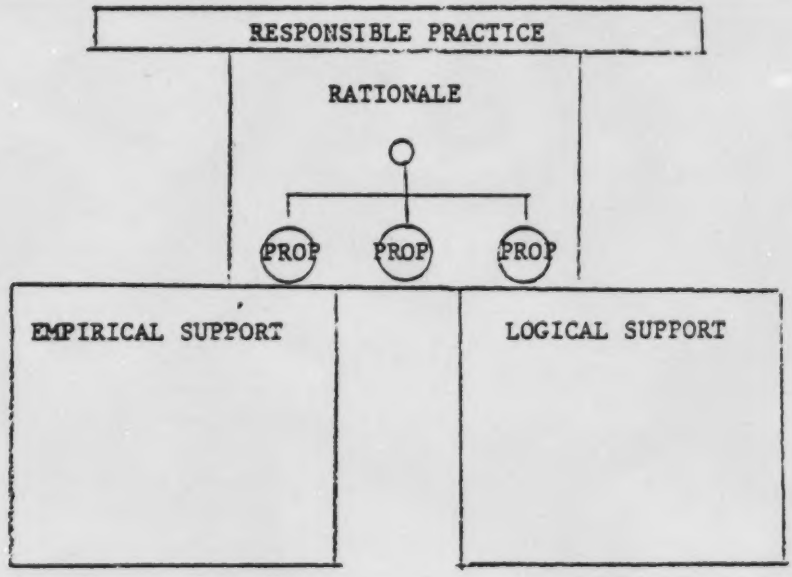
Principles.

Some statements describe a relationship between two or more units, where the relationship has been shown to hold in a large variety of situations with a variety of empirical indicators, and knowledgeable persons do not believe it is likely to be disconfirmed.

This statement may be called a principle (Boles, 1978), a law (Mouly, 1970; Reynolds, 1971) or a law of interaction (Dubin, 1969—although Dubin does not emphasize the disconfirmability).

Let us agree to call such statements principles.

FIGURE 3
Propositions in Theoretical Discussion



Propositions.

Some statements describe a relationship between two or more units which are defined within the theoretical formulations. This type of statement must be logically derivable within the formulations; it need not have any characteristics other than identifying the units and describing the nature of the relationship. It can be determined to be true or false by applying the logical system used in the formulation.

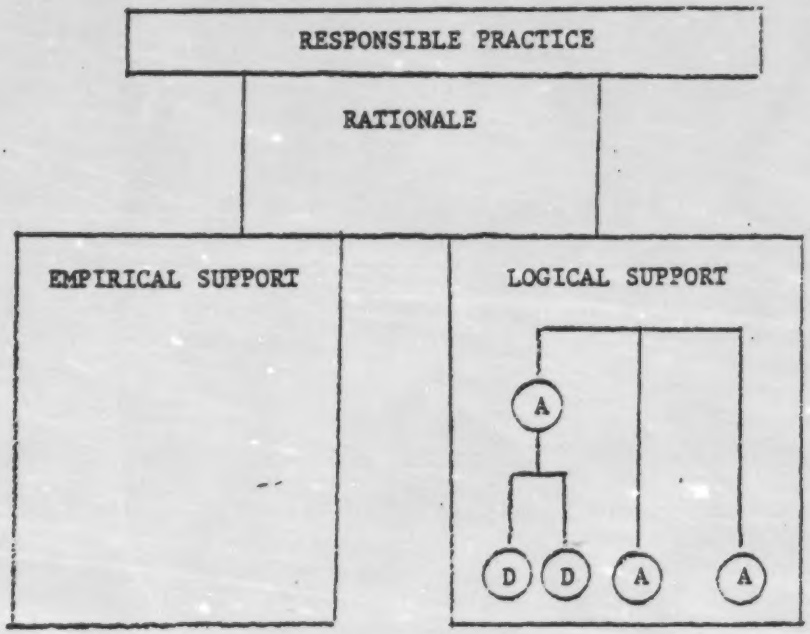
This statement may be called a proposition (Boles, 1978; Dubin, 1969), an hypothesis (Mouly, 1970; Reynolds, 1971; Travers, 1969; Van Dalen, 1973), or a researchable problem (Andrew & Hildebrand, 1976; Good, 1942).

Let us agree to call such statements propositions.

Logical Support

A rationale is supported logically by a set of consistent assumptions containing terms that are precisely defined. Figure 4 shows the place of assumptions and definitions in theoretical discussion.

FIGURE 4
Assumptions and Definitions in Theoretical Discussion



Assumptions.

Some statements are regarded as true in order that logical discourse can proceed. In other words, such a statement is used for the sake of logical argument. Support for the truth of the statement comes from one's philosophical orientation and values.

This statement may be called an assumption (Boles, 1978).

Definitions.

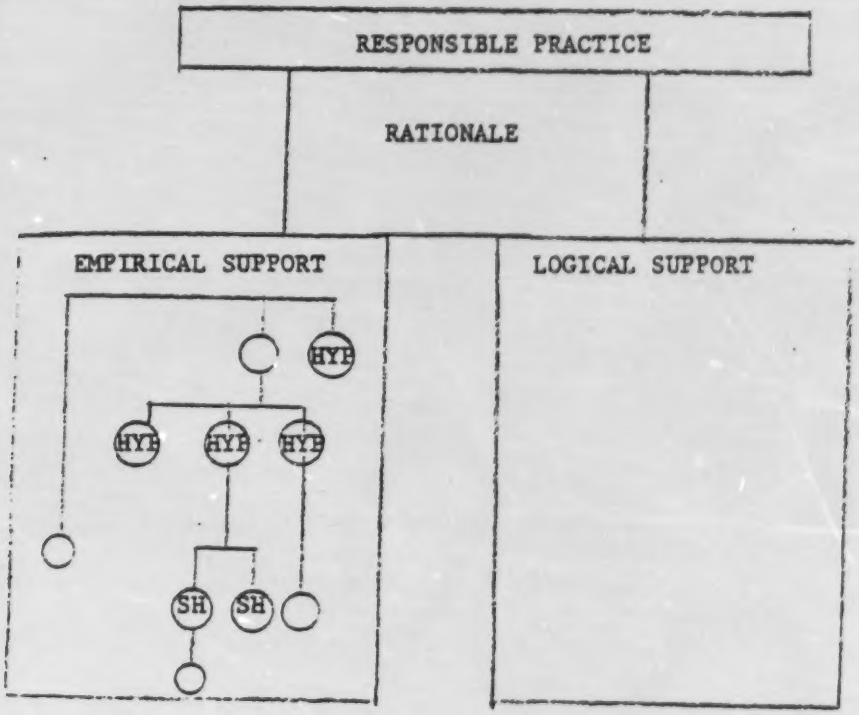
An important subset of this type of statement includes definitions

of technical terms. Defining technical terms is not the same task as delimiting the phenomena to be discussed by the theoretical formulation. Defining "community education" is a task of delimiting phenomena of interest and describing situations where such phenomena occur (Weaver, 1972), while defining "process" in the context of community education is a technical exercise. Two individuals who disagree radically on a definition for "community education" can use "process" in exactly the same way, or two individuals who agree on a definition for "community education" may disagree on how to use "process."

Empirical Support

Empirical support for a rationale is provided by statements which describe observations recorded under certain conditions. Figure 5 shows the place of hypotheses and statistical hypotheses in theoretical discussion, and Figure 6 shows the place of research findings.

FIGURE 5
Hypotheses in Theoretical Discussion



Hypotheses.

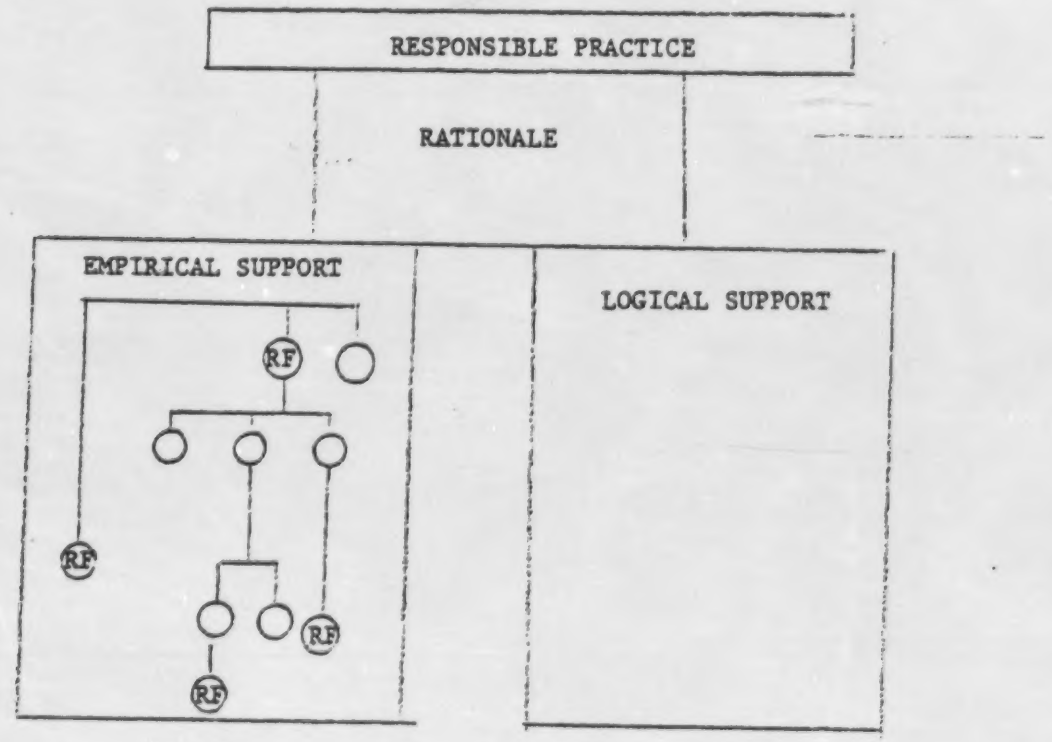
Some statements describe a relationship between two or more units, where each unit is associated with an empirical indicator.

This statement may be called an hypothesis (Andrew & Hildebrand, 1976; Boles, 1978; Dubin, 1969).

Let us agree to restrict use of "hypothesis" to such statements. Each hypothesis must be associated with a proposition.

An important subset of these statements includes statements in which an empirical indicator describes the frequency distribution of some variable under certain conditions. This type of statement is usually called a statistical hypothesis.

FIGURE 6
Research Findings in Theoretical Discussion



Research findings.

Some statements describe a relationship between two or more units, where each unit is associated with a set of descriptors of observations obtained by use of empirical indicators.

This statement may be called a research finding (Boles, 1978), or an empirical generalization (Reynolds, 1971).

Let us agree to call it a research finding.

In conclusion, recall that the purpose of this handout is to describe a convention for using words to indicate different types of statements in theoretical discussions. Others will disagree with our convention but one who becomes adept at using it will be more able to analyze and discuss theoretical concerns with greater clarity and precision. Whether or not the reader agrees with our choice of labels for the types of statements discussed, he or she is strongly urged to become skilled at discriminating among them and writing them clearly and coherently.

S A M P L E

EXAMPLES OF PROPOSITIONS, ASSUMPTIONS, DEFINITIONS, HYPOTHESES AND STATISTICAL HYPOTHESES

PROPOSITION - Common goals and interests among people result in mutual trust and respect.

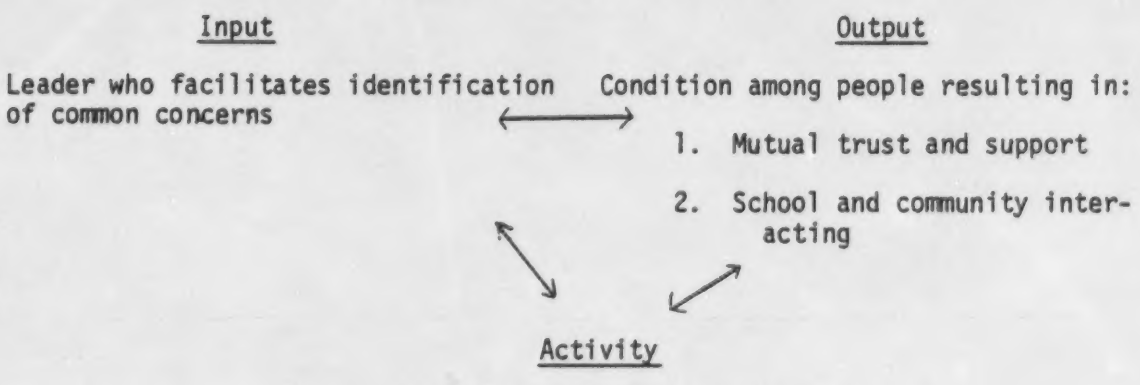
HYPOTHESIS - Groups formed based upon common interest will reach conditions of mutual trust and support more frequently than groups formed by other means.

DEFINITION - Community education is a condition among people which results in mutual trust and support and which increases interaction between an organization and the constituents served by that organization.

STATISTICAL HYPOTHESIS - Out of six groups formed based upon common interest, mutual trust and support will be observable by the third meeting in all six groups. Out of six groups formed by means other than common interest, mutual trust and support will not be observable by the third meeting.

ASSUMPTION - People united around a common concern will usually demonstrate trust and respect for each other.

SYSTEMS REPRESENTATION OF ABOVE


Input
Output
Leader who facilitates identification of common concerns
Condition among people resulting in:
1. Mutual trust and support
2. School and community interacting
Activity
Public in school as resource help C.E. in community listening and leading

SAMPLE-
PROPOSITION, ASSUMPTION AND HYPOTHESIS

PROPOSITION: Community Education offers the individual a chance to remain a dynamic, open system by facilitating positive change via implementation of knowledge.

HYPOTHESIS: Individuals must be prepared to change if any benefit is to be derived from learning, and in turn, knowledge creates the desire for a positive change.

DEFINITION: Community Education is the process of continuous, life-centered development of the individual toward a self-actualizing interdependency with the natural environment by utilizing the totality of community resources to strive for improvement of the social order via educational competence.

STATISTICAL HYPOTHESIS: Of two groups, the one deemed the most willing to change, will score significantly higher on an instrument designed to measure learning potential and utilization of knowledge.

ASSUMPTION: An open system is in a state of dynamic change by continuous interchange with the relevant environment.

DEVELOPING, PRESENTING AND DEFENDING THE MODEL

For purposes of developing the conceptual framework in the field of community education, a model is defined as a graphic representation of a theory. Students are required to develop such a graphic representation, describe and defend it among their peers. (See Exercise #8 page 72).

Prior to the model preparation, some discussion of social systems models, including criteria to be applied, is indicated. A sample set of criteria for the model is included on page 73.

Models prepared in the Advanced Seminar are of two types - theoretical and operational. The theoretical model emanates from assumptions, propositions and hypotheses developed earlier. The theoretical model includes a graphic portrayal of the elements in the system - namely, inputs, activities, outputs, etc. and makes clear the dynamics of the relationships among those elements. Based upon the theoretical position developed by its author, the theoretical model is primarily a portrayal of what <u>should be</u> or what <u>could be</u> - not necessarily what <u>is</u>. The operational model, on the other hand, illustrates how the theoretical model works in actual practice. In this respect, the operational model depicts what <u>is</u> or at least what <u>is possible</u> in the operational sense.

Participants in the Advanced Seminar are urged to prepare both a theoretical and an operational model of community education. Samples of theoretical models prepared in the Advanced Seminar appear on pages 74 and 75. Sample operational models are included on pages 76 and 77.

EXERCISE #8 - PREPARING AND DEFENDING THE MODEL

AGENDA
ADVANCED SEMINAR IN COMMUNITY EDUCATION
THURSDAY, FEBRUARY 14, 1980

9:00 a.m. - 10:30 a.m.	"WHAT'S YOUR STYLE?" - Diane
10:30 a.m.	BREAK
10:45 a.m. - 12:00 noon	PRESENTATION AND DISCUSSION OF TENTATIVE CONCEPTUAL FRAMEWORK

ASSIGNMENT - Due During March and April

Each of you has from an hour to an hour and one-half to share with us your model (graphic representation of your community education conceptual framework). Your challenge is:

1. To develop a graphic representation which can be interpreted by us.
2. To engage us in some exercise which will make your conceptual framework have some meaning to us.
3. To accompany the model with narrative material to the extent necessary to assure accurate inferences drawn.
4. To present rational and/or empirical evidence to support the model.
5. To include a reference list of supporting authors.

Note: Depending upon your pedagogical strategy on the day you are to lead us to your model, you may wish to present the model with supporting materials the week before.

Also, please make an appointment to discuss with me any phase of the model development with which I may be of assistance.

D.C.W.

WHAT TO LOOK FOR IN CONCEPTUAL FRAMEWORKS

1. Are the relationships among assumptions, definitions, propositions and hypotheses clear (logical)?

2. Can you specify inputs, activities and outputs resulting from the proposed conceptual framework?

3. Does the conceptual framework permit identification of activities which <u>are</u> community education and those which <u>are not</u>.

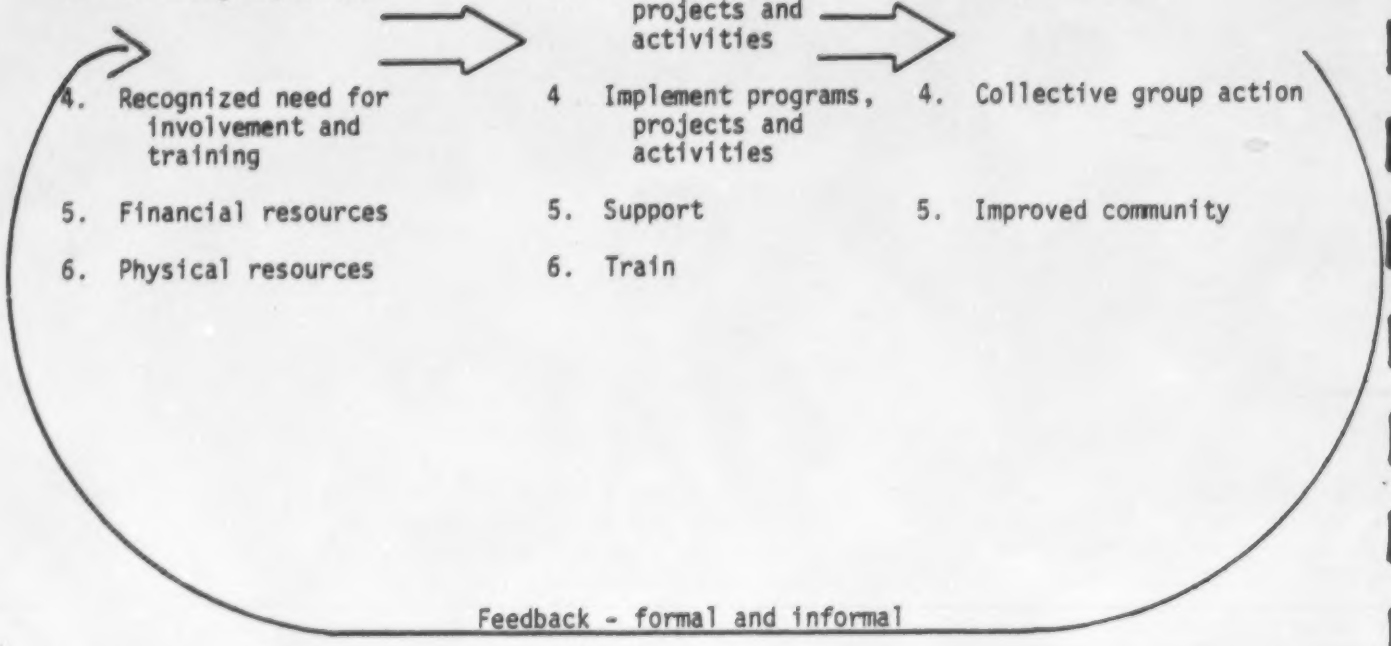
4. Is the conceptual framework futuristic - i.e., does it cause you to consider what "might be" or "could be" as opposed to what "is"?

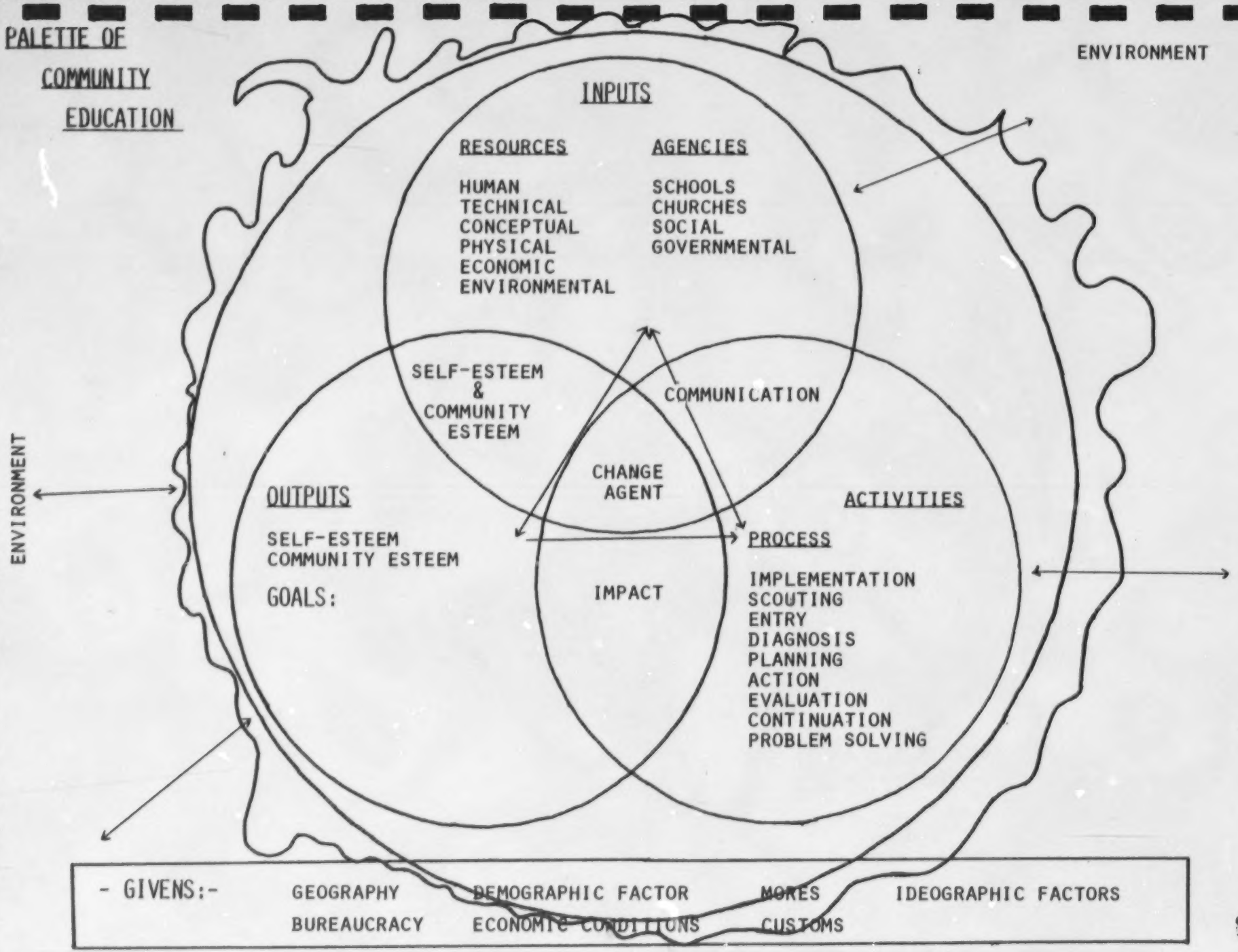
5. Do you find something in the conceptual framework which might be considered "different," "unique," "unfamiliar," "new"?

SAMPLE - THEORETICAL MODEL

COMMUNITY EDUCATION
IS
A planned process of facilitating change in behaviors, knowledges or attitudes to provide a condition among people which leads to mutual support and trust at both the institutional and individual levels of interaction which permits collective group action,

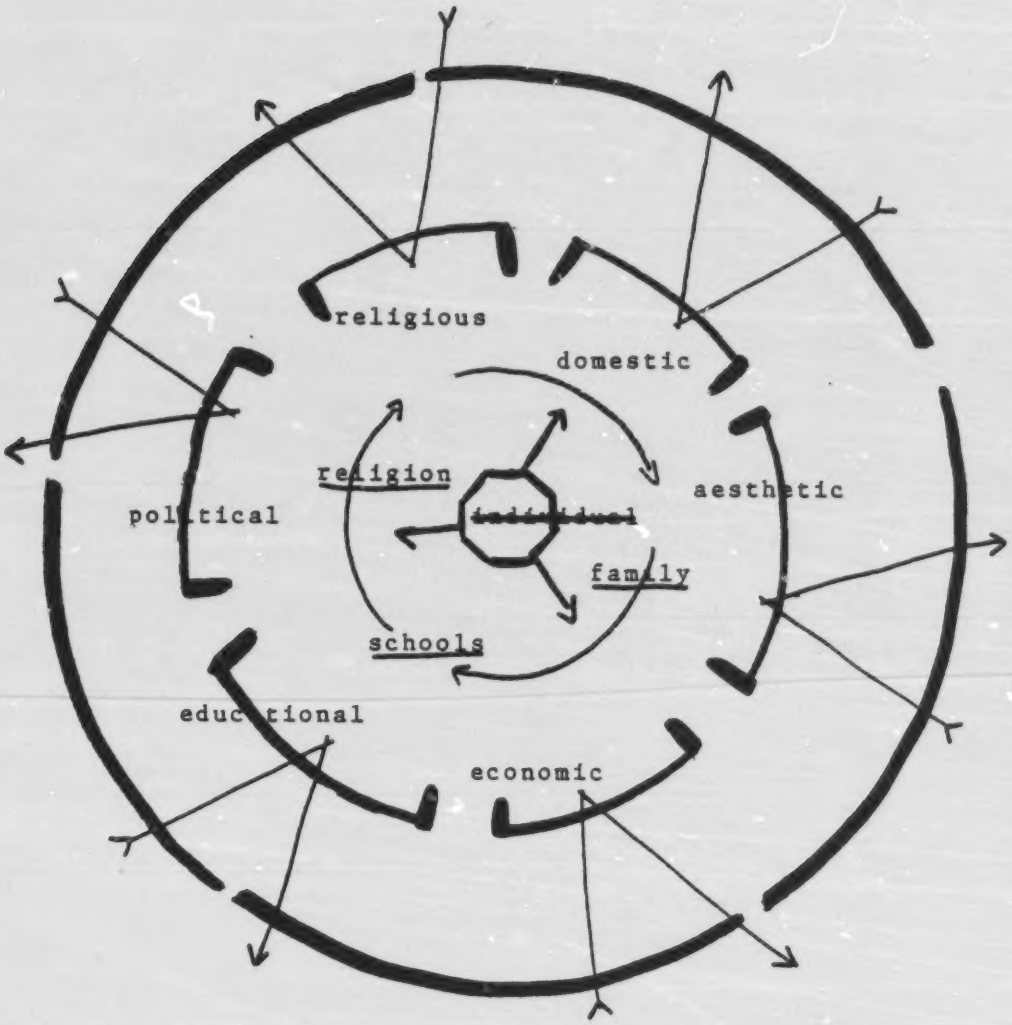
hence
THE EDUCATIVE COMMUNITY
includes:





SAMPLE - THEORETICAL MODEL

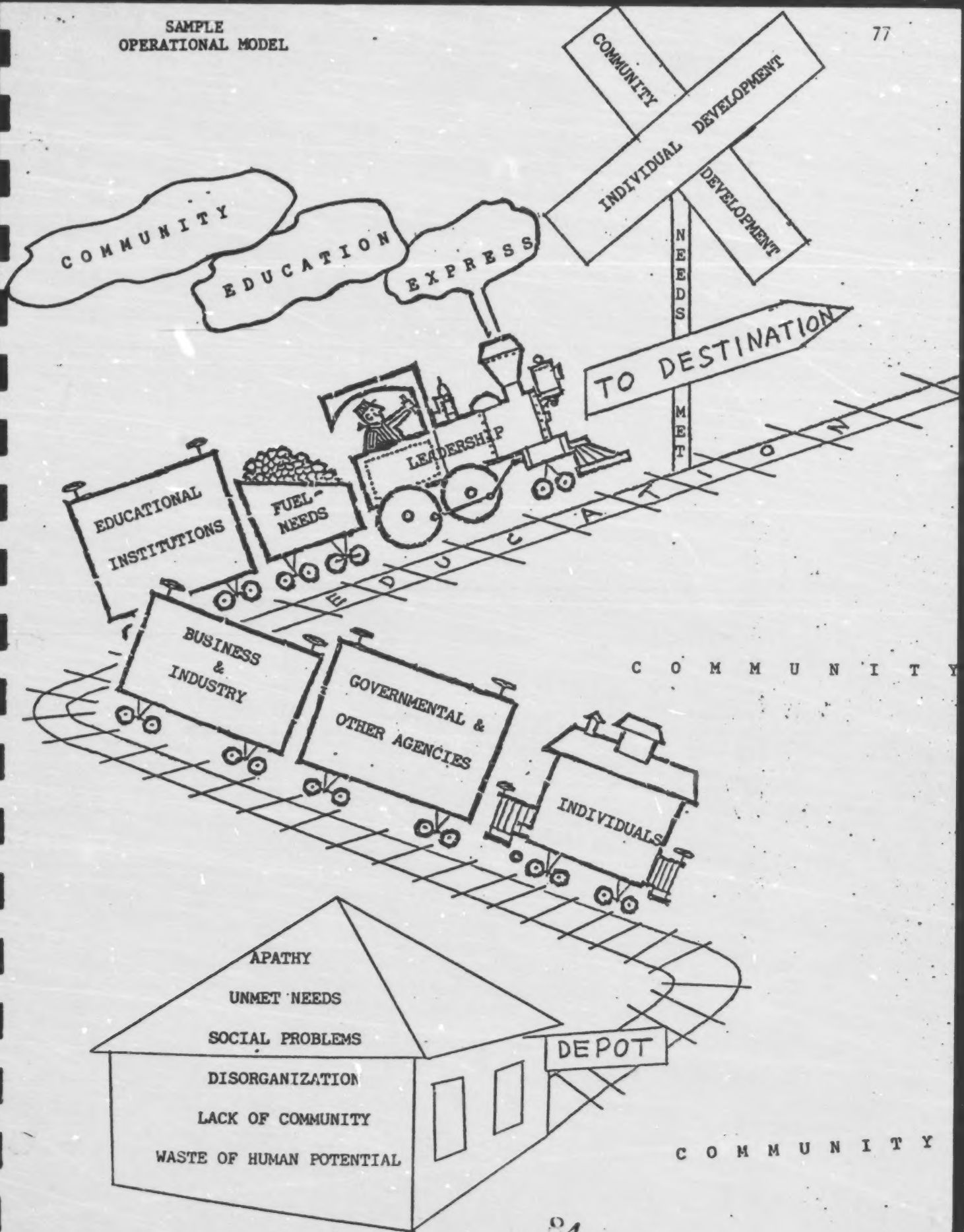
SAMPLE - OPERATIONAL MODEL



OPERATIONAL MODEL

This model represents the "new" community education: the informal processes by which the individual can take advantage of the learning opportunities made possible systemically.

SAMPLE
OPERATIONAL MODEL



PREPARING A NARRATIVE DESCRIPTION OF THE MODEL

The culminating activity for the year in the Advanced Seminar is preparation of a paper which describes the community education conceptual framework of the student. The paper includes:

1. A Rationale for the Theoretical Position
2. Definition of Community Education (including a definition of any possibly ambiguous terms used in the definition)
3. A Statement of Assumptions underlying the Theoretical Position
4. Presentation of Possible Propositions Emanating from the Theoretical Position
5. Statement of Testable Hypotheses Resulting from the Theoretical Position
6. Presentation of Theoretical and Operational Models Which Graphically Present the Author's Conception of Community Education
7. Discussion of the Role of the Community Leader in Implementing the Conceptual Framework Described
8. References Used in Preparation of the Paper

Although space does not permit inclusion of a completed paper, samples of each part of the process involved in preparing the paper are included with the exercises in the manual.

PART III

ADVANCED SEMINAR IN COMMUNITY EDUCATION

WESTERN MICHIGAN UNIVERSITY

COLLEGE OF EDUCATION
Department of Educational Leadership
Community Leadership Training Center

KALAMAZOO, MICHIGAN
49008

DATE: December 28, 1979

NOTES TO: Participants in the Advanced Seminar for Community Education - Winter, 1980.

FROM: Don Weaver

1. Attached is a copy of the Seminar Objectives and Requirements distributed in the Fall of 1979. Please review these carefully as they relate to expectations for you during the Winter Semester.

2. Please note that a minimum of two reading cards is required each time we meet. Those readings should relate to current topics of discussion and/or should build background in areas of community education unfamiliar to you.

   Give careful consideration to the variety of sources from which you are reading. In addition to the "classics", the following sources are highly recommended:

   Adult Leadership (ERC)
   American School Board Journal (Available in the Center)
   Bulletin of Natl. Assn. of Secondary School Principals (ERC)
   Center Magazine - Center for Study of Democratic Institutions (Available in the Center)
   Citizen Action in Education (By Inst. for Responsive Ed. - Available in Center)
   Citizen Participation (By Lincoln Filene Center, Tufts Univ., Available in the Center)
   Community Education Journal (Center)
   Education U.S.A. (Weekly News Magazine on Education. Available in the Center)
   Educational Leadership (ERC)
   Futurist (ERC)
   Group and Organizational Studies (Available in the Center)
   National Elem. Principal (ERC)
   Phi Delta Kappan (ERC)
   Psychology Today (ERC)
   Saturday Review (ERC)
   Time (ERC)
   Training and Development Journal (ERC)
   U.S. News and World Report (ERC)

3. Increased relating and extending in both your oral and written reactions to what you read is expected this semester. I will be looking specifically for evidence that what you read and observe bears a relationship to discussions, readings and observations in the field of community education.

4. Be alert to opportunities to provide leadership to the group this semester.

5. Your oral and written reactions during the first semester suggest the following as possible topics for examination second semester:

    a. Dysfunctions Within Organizations
    b. Credentialing of Community Education
    c. Futures Related to Community Education
    d. Citizen Participation - Grimshaw?
    e. Burn-out as it May Affect the Community Leader
    f. Walkabout Applied to American Education
    g. Time Management for the Community Leader - Perry?
    h. Proposal Writing - Fish?
    i. Facility Planning - DeJong?
    j. Visit to Triton College

    k. _____

    l. _____

    m. _____

    n. _____

D.C.W.

smd

Attachment

Western Michigan University
College of Education
Donald C. Weaver

EDLD 660 ADVANCED SEMINAR IN COMMUNITY EDUCATION
FALL AND WINTER, 1979-80

I. COURSE DESCRIPTION

The purpose of the Advanced Seminar in Community Education is to provide students an opportunity to familiarize themselves with the historical and philosophical antecedents of the Community Education movement, to critically analyze the concept, to synthesize their beliefs about Community Education and to develop their own theories of Community Education.

II. SPECIFIC OBJECTIVES OF THE SEMINAR

A. To develop a bibliography of pertinent materials dealing with Community Education by:

1. Submitting reading cards weekly (see format).

2. Preparing two page critiques of assigned material.

3. Assisting the Seminar leader in preparing an annotated bibliography to be distributed to participants.

B. To develop an understanding of the relationship between theory and practice as applied to community education.

1. Extending knowledge of the philosophy of science

2. Developing a sound theory for community education and defending that theory before colleagues.

3. Completing exercises as assigned.

C. To develop a comprehensive knowledge base in community education by:

1. Analyzing historical antecedents of the community education movement in the U.S. and throughout the world.

2. Putting form on one's own and others' personal experiences in community education.

3. Becoming familiar with classics in the field including:

   Minzey and LeTarte - Community Education: From Program to Process (1972)

   Seay and Associates - Community Education: A Developing Concept (1974)

   Totten and Manley - The Community School (1969)

   Phi Delta Kappan - November, 1972

   Schmitt and Weaver - Leadership for Community Empowerment (1979)

   Warden - Process Perspectives (1979)

4. Participating in field trips to selected community education sites.

D. To develop skills in critiquing materials and presentations related to community education by:

1. Preparing reading cards weekly (see format).

2. Completing written assignments.

3. Listening carefully to the contributions of others, and responding to them professionally.

E. To observe and analyze group process in the Seminar group by:

1. Completing evaluation exercises.

2. Conducting a "process observation" upon request.

3. Sharing concerns about process.

F. To provide leadership to the group by:

1. Coming to all sessions prepared to engage wholeheartedly in the activities.

2. Leading activities as assigned.

3. Asking for clarification of content or procedures whenever it is needed.

4. Sharing authentic reactions to ideas and behaviors.

G. To develop human, conceptual, and technical skills by:

1. Examining one's own performance periodically to determine strengths and weaknesses.

2. Asking for feedback from the seminar leader.

3. Seeking out and using resources to assist one in becoming an effective community education leader.

4. Becoming acquainted with participants and significant others in the community education movement outside the classroom context.

III. MATERIALS

No single text supplies the breadth of material required to meet the goals of the Seminar. Therefore, Seminar members are urged to search out material related to the field of Community Education and to share such materials with the group. The Seminar leader will provide current materials to the group during the course of the Seminar.

Members should familiarize themselves with the "Classics" in the field. (See Objective C-3 above)

IV. COURSE REQUIREMENTS

A. Readings

Readings are to be reported weekly on 4" x 6" cards. (See "Form for Reporting Readings") A minimum of two readings are to be presented each time the Seminar meets. At least 25 readings are to be submitted during the semester.

Each Seminar member will be responsible to share results of reading with the Seminar group.

B. Critiques

Critiques of specific material will be assigned throughout the semester. (See "Form to be Followed in Preparation of Critiques") Such critiques are in addition to the reading reports referred to above.

C. Seminar Participation

Each member of the Seminar is expected to share his/her readings and observations with the group and to participate in field trips to selected community education sites.

D. Leadership

Each member of the Seminar will provide leadership to the group during the smester.

E. Theory of Community Education

A theory of Community Education will be developed by each Seminar member and defended in a group session at the close of the year.

V. SEMINAR SCHEDULE - WINTER, 1980

DATE	AGENDA
January 3	Semester Expectations; Seminar Topics; Finals - Leadership vs. Administration
January 10	Shared Readings and Observations; Dysfunctions Within Organizations
January 17	Shared Readings and Observations The Theory - Practice Dichotomy
January 24	Shared Readings and Observations; Theory Building - Definitions
January 31	Shared Readings and Observations; Elements of Theory - A Schema for Theoretical Discussion
February 7	Shared Readings and Observations
February 14	Shared Readings and Observations Presentation - Tentative Models
February 21	Shared Readings and Observations

DATE	AGENDA
February 28	Shared Readings and Observations
March 13	Shared Readings and Observations
	Community Education Models - Critique
March 20	Shared Readings and Observations
	Community Education Models - Critique
March 27	Shared Readings and Observations
	Community Education Models - Critique
April 3	Shared Readings and Observations
	Community Education Models - Critique
April 10	Shared Readings and Observations
April 17	Washington, D.C.

REFERENCES

THEORY

Advanced Seminar in Community Education
Theory Bibliography No. 1

This list of resources is from educational leadership or administration. Future bibliographies will be developed from other fields.

It is recommended that you select at least two items from this list and study them carefully. Your notes and reactions will be used to expand or revise the annotations.

Boles, H. W. Leaders, leading, and leadership: A dynamic theory. Kalamazoo, Mich.: Western Michigan University, 1978. (Chap. 1, 3)

Boles, H. W., & Seay, M. F. Community education leadership: A theory. In M. F. Seay & Associates, Community education: A developing concept. Midland, Mich.: Pendell, 1974. Pp. 85-116.

Campbell, R. F., Charters, W. W., Jr., & Gragg, W. L. Improving administrative theory and practice: Three essential roles. In R. F. Campbell & J. M. Lipham (Eds.), Administrative theory as a guide to action. Chicago: University of Chicago, Midwest Administration Center, 1960. Pp. 171-189.

Compares and contrasts the scientist/humanist scholar, the developer, and the practitioner.

Coladarci, A. P., & Getzels, J. W. The nature of the theory-practice relationship. In W. G. Hack, et al. (Eds.), Educational administration (2nd ed.). Boston: Allyn and Bacon, 1971. Pp. 49-54. Originally published, 1955.

Discusses the position that everyone who learns from experience theorizes, and advocates making theorizing more explicit.

Corwin, R. G., Lane, W. R., & Monahan, W. G. The nature of theory. In W. G. Monahan (Ed.). Theoretical dimensions of educational administration. New York: Macmillan, 1975. Pp. 73-104.

Getzels, J. W., Lipham, J. M., & Campbell, R. F. The interaction of administrative theory, research, and practice. In Educational administration as a social process: Theory, research, practice. New York: Harper, 1968. Pp. 1-22.

Getzels, J. W. Theory and practice in educational administration: An old question revisited. In R. F. Campbell & J. M. Lipham (Eds.), Administrative theory as a guide to action. Chicago: University of Chicago, Midwest Administration Center, 1960. Pp. 37-58.

Illustrates the interaction between theory and practice by reviewing the development of the movable chair in classrooms.

Griffiths, D. E. The nature and meaning of theory. In Behavioral science and educational administration. 63rd yearbook, part II. Chicago: National Society for the Study of Education, 1964. Pp. 95-118.

Defines theory in axiomatic fashion, and contrasts it with normative philosophy. Discusses a paradigm for theory development.

Halpin, A. W. Ways of knowing. In R. F. Campbell & J. M. Lipham (Eds.), Administrative theory as a guide to action. Chicago: University of Chicago, Midwest Administration Center, 1960. Pp. 3-20.

Discusses the position that there are several ways of knowing, and that the intelligent man uses all of them to counteract the blinding effects of practical slogans or scientific jargon. Argues for continually developing fresh observation of important phenomena.

Hills, R. J. Some notes on the methodology of science for researchers and administrators in education. In W. G. Monahan (Ed.), Theoretical dimensions of educational administration. New York: Macmillan, 1975. Pp. 106-143.

Konnert, W., & Graff, O. B. The sine qua non of organizational effectiveness. Educational Administration Quarterly, 1976, 12(3), 1-8.

Discusses the position that a sound personal philosophical base is essential for organizational effectiveness. (It is helpful to relate the content of this article to Boles' discussion of the relative merits of explanatory and normative theory.)

Lutz, F. W. The role of explanatory models in theory building: In response to LeDoux-Burlingame. Educational Administration Quarterly, 1975, 11(1), 72-78.

Uses several related educational research studies to illustrate the importance of distinguishing between theoretical concepts and operational indicators for those concepts. Excellent article for clarifying how theories are verified.

Thompson, J. D. Modern approaches to theory in administration. In W. G. Hack, et al. (Eds.), Educational administration (2nd ed.). Boston: Allyn and Bacon, 1971. Pp. 69-84. Originally published, 1958.

Defends the position that the more explicity and rigorous one is in ordering one's experience, the easier it is to learn from that experience. Discusses sources of theory and criteria for evaluating theory.

Weaver, D. C. A case for theory development in community education. Phi Delta Kappan, 1972, 54, 154-157.

Advanced Seminar in Community Education
Western Michigan University

Theory Bibliography No. 2

This list of resources is from educational research or educational philosophy.

It is recommended that you select at least two items from this list and study them carefully. Your notes and reactions will be used to expand or revise the annotations.

Babbie, E. R. The logic of science. Chap. 1 in Survey research methods. Belmont, Calif: Wadsworth, 1973. Pp. 5-20.

Contrast three images of science: science as a rational, objective activity; science as a cult of persons seeking grants; science as a self-correcting mode of empirical inquiry. Discusses eight qualities of science--it is logical, deterministic, general, parsimonious, specific, empirically disconfirmable, intersubject (not just objective), and open to modification.

Bruner, J. S. Some theorems on instruction illustrated with reference to mathematics. In Theories of learning and instruction, 63rd NSSE Yearbook, Part I. Chicago: University of Chicago Press, 1964. Pp. 306-335.

Makes a distinction between prescriptive theory and normative theory. Discusses a major thoerem of instruction in four areas, and suggests a framework for theories of instruction. Excellent example of conceptualizing in a somewhat rigorous fashion.

Clayton, A. S. The relevance of philosophy of education to questions of educational policy. In Proceedings of the philosophy of education society, 1960, 78-90.

The thesis of this article is that philosophy of education should work in the criticism and reconstruction of educational and social policies, given the accelerated and pervasive cultural changes of our times. Thoughtful discussion of the need for developing a philosophical mindedness in order to behave more professionally.

Clements, M. Theory and education. Educational Theory, 1962, 12, 124-128.

Detailed discussion of the differences between descriptive and prescriptive theory.

Dewey, J. The relation of theory to practice in education. In J. A. Boydston (Ed.), John Dewey: The middle works, 1899-1924 (vol. 3). Carbondale, Ill.: Southern Illinois University Press, 1977. Originally published, 1904.

Classic article.

Dewey, J. The relation of science and philosophy as the basis of education. In R. D. Archambault (Ed.), John Dewey on education. New York: Modern Library, 1964. Pp. 15-19. Originally published, 1938.

Classic article for integrating the contributions of descriptive theory and normative philosophy in one's conceptualizing for better practice.

Elliott, D. L., & Foshay, A. W. Chart or charter: Recent developments in educational discourse. Review of Educational Research, 1963, 33, 233-244.

Overview of the nature of theory and building theories.

Eye, G. G. Many researchers but few synthesizers. Journal of Educational Research, 1975, 68, 294-299.

Thesis--"Perhaps there is a deficiency in the graduate requirements for the research degree in that little effort is given to development of the formal skills for the application of research findings comparable to the proper requirement of the development of skills for the design and direction of research" (p. 294).

Fisher, M. B., & Roth, R. M. Structure: An essential framework for research. Personnel and Guidance Journal, 1961, 39, 639-644.

Discusses the various elements of theory.

Glass, G. V The wisdom of scientific inquiry on education. Journal of Research in Science Teaching, 1972, 9(1), 3-18.

Gowin, D. B. Can educational theory guide practice? Educational Theory, 1963, 13, 6-12.

Thesis--Theory is a guide to thought, to thinking about a situation. But when it is time to act or decide in a practical situation, theory is set aside. It is possible a new role needs to be created in education, where a new pattern of language and logic is developed to aid the practitioner in performing his or her service in the most responsible manner possible.

Harrison, F. R., III. Constructing theories of education. The School Review, 1966, 74, 123-138.

Formal discussion of theory and model. Difficult reading, but worth the effort.

Hopkins, C. D. Educational research: A structure for inquiry. Columbus, Ohio: Charles Merrill, 1976.

Chaps. 1-4 contain excellent discussions of theory development for those with little or no research experience.

Katz, M. R. Theoretical foundations of guidance. Review of Educational Research, 1969, 39, 127-140.

Discusses characteristics of a theory of intervention, including the quality of harmlessness. Will provoke thoughtful consideration of the issues in theorizing about behavior that has direct influence on the lives of others.

Kerlinger, F. N. Practicality and educational research. School Review, 1959, 67, 281-291.

Thesis--Overconcern with practicality blinds us to the real problems we face in education. Concern with fundamental problems, or theory, has more payoff in the long run. Kerlinger is one of the leading spokesmen for basic research in education. Whether or not you agree with his position, you should be able to state it clearly and analyze the issues it raises.

Lutz, F. W. The role of explanatory models in theory building: In response to LeDoux-Burlingame. Educational Administration Quarterly, 1975, 11, 72-78.

Discusses the need to distinguish between the confirmation of theoretical concepts and the confirmation of operational indicators of those concept. Illustrates the issue by discussing actual research studies, and suggests procedures for developing theory which avoids the confusion.

Mouly, G. The nature of science. Chap. 3 in The science of educational research (2nd ed.). New York: Van Nostrand Reinhold, 1970. Pp. 54-91.

Overview of the nature of theory.

McMurray, F. Preface to an autonomous discipline of education. Educational Theory, 1955, 5, 129-140.

Discusses the distinction between philosophy and theory. Recommends that a new discipline be created between the basic sciences and practical pedagogy.

Page, E. B. Behavioral theory, verbal magic, and education. Educational Theory, 1962, 12, 73-78.

Sanders, J. T., & McPeck, J. E. Theory into practice or vice versa? Comments on an educational antinomy. The Journal of Educational Thought, 1976, 10, 188-193.

Recommends transposing the slogan "translate theory into practice" into "translate practice into theory" in order to get a fresh perspective on the relationships between theory and practice.

Scriven, M. Objectivity and subjectivity in educational research. In L. G. Thomas (Ed.), Philosophical redirection of educational research, Pp. 94-142.

Makes a distinction between the quantitative and qualitative senses of "subjective" and "objective." Discusses the need for theoretical terms, and the need for analyzing complex sets of conditions and predispositions within which behavior occurs.

Suppes, P. The place of theory in educational research. Educational Researcher, 1974, 3(6), 3-10.

Presents five arguments for basing research on theoretical formulations.

Taylor, C. W., Ghiselin, B., & Wolfer, J. A. Bridging the gap between basic research and educational practice. NEA Journal, 1962, 51(1), 23-25.

Discusses the need for creating an ambitious development effort somewhat similar to development efforts in the military or agricultural extension. This article was read into the Congressional Record during the uproar after Sputnik; throughout the 1960's much work was done in this area.

Travers, R. M. W. An introduction to educational research (3rd ed.). Toronto: Macmillan, 1969. An excellent resource.

See chaps. 1, 2, and 4 for discussions of theory.

Travers, R. M. W. Taking the fun out of buildling a theory of instruction. Teachers College Record, 1966, 68, 49-60.

Discusses the characteristics of rigorous descriptive theory, and calls for the development of mini-theories before attempting an overall theory of instruction.

Van Dalen, D. B. Understanding educational research: An introduction (3rd ed.). New York: McGraw-Hill, 1973.

See especially chaps. 1, 2, 3, and 6. Appendixes contain examples of a theoretical framework, hypothesis construction, deducing consequences from hypotheses, criticism of a theory, a psychological theory, and a model. An excellent resource.

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Theory Bibliography No. 3

This list of resources is from social sciences. Resources have been selected to introduce students to some of the common issues of theory building in the social sciences--there is an extensive literature for those interested in more depth.

It is recommended that you select at least two items from this list and study them carefully. Your notes and reactions will be used to expand or revise the annotations.

Andrew, C. O., & Hildebrand, P. E. Planning and conducting applied research. New York: MSS, 1976.

Monograph developed in Bogata to teach research in an agricultural extension setting where there are time constraints, and results must help solve specified problems. Chapter 3 is especially useful.

Arbuckle, D. S. A theory about theories. In Counseling and psychotherapy: An existential-humanistic view (3rd ed.). Boston: Allyn and Bacon, 1975. Pp. 80-88.

Discusses theory as an intelligent working frame of reference until something better comes along. Raises several basic issues regarding the relationships between theory and practice in counseling.

Boalt, G. Memorandum on the use of thoeries. In P. Lindblom (Ed.), Theory and methods in behavioral sciences. Stockholm: Scandanavian University Books, 1970. Pp. 19-21.

Deplores the fact that socially important, easily registered but theoretically unimportant variables are measured methodically for prediction purposes.

Borgatta, E. F. Toward a methodological codification: The shotgun and the saltshaker. Sociometry, 1961, 24, 432-435.

The nature of productive research changes as validated theories are developed within a field.

Brodbeck, M. Models, meaning, and theories. In L. Gross (Ed.), Symposium on sociological theory. Evanston, ILL.: Row, Peterson & Co., 1959. Pp. 373-403.

Discusses various uses of "model." Difficult reading, but worth the effort.

Dubin, R. Theory building. New York: Free Press, 1969.

Excellent text. If you wish to own one, and only one, text on theory building, this text is highly recommended for purchase.

Fischer, D. H. Historians' fallacies: Toward a logic of historical thought. New York: Harper, 1970.

Describes a problem-solving approach to history, and analyzes eleven types of fallacies commonly encountered. Excellent primer for writing theoretical statements clearly and precisely with interesting examples from the study of history.

Lachman, R. The model in theory construction. Psychological Review, 1960, 67, 113-129.

Excellent discussion of different types of models used in theory building.

Mandler, G., & Kessen, W. The language of psychology. New York: Wiley, 1959.

Excellent reference for most topics related to theory building.

March, J. G. Model bias in social action. Review of Educational Research, 1972, 42, 413-429.

The theme of this article is that models are evaluated scientifically according to truth, beauty and justice; it may be necessary to forego some truth value to achieve more justice. Highly recommended for those who doubt that theory has any practical value in dealing with critical social problems, and for those who insist on waiting until all the data is in hand before dealing with the collapse of structures around their ears.

Mellor, J. Problems in relating theory to practice. Inquiry, 1974, 17, 70-104.

Case study of a rehabilitation facility which illustrates how values influence an investigator's decisions regarding theory development.

Nagel, E. Psychology and the philosophy of science. In B. B. Wolman & E. Nagel (Eds.), Scientific psychology: Principles and approaches. New York: Basic Books, 1965. Pp. 24-27.

Theme—Dissociating oneself from philosophy doesn't guarantee formation of objectively sound theory. Excellent article by foremost philosopher of science.

Reynolds, P. D. A primer in theory construction. New York: Bobbs-Merrill, 1971.

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Western Michigan University

Theory Bibliography No. 4

This list of resources is from the philosophy of science. Resources have been selected to introduce students to some of the major issues of theory building, without presupposing extensive background in the physical sciences. There is an extensive literature for those interested in pursuing topics in more depth.

Barker, S. F. Introduction. In E. Nagel, S. Bromberger, & A. Grunbaum, Observation and theory in science. Baltimore: Johns Hopkins Press, 1971.

Historical sketch of themes in the philosophy of science which deal with the issue, Are scientific theories testable in terms of our observations in such a manner that we can know some theories to be true and some theories to be false?

Cohen, M.R., & Nagel, E. An introduction to logic and scientific method. New York: Harcourt, Brace and Co., 1934.

An excellent text on scientific method.

Conant, J. B. On understanding science. New York: Mentor, 1951.

Gives a rationale for science education for the layman, and illustrates the use of historical case studies to demonstrate strategy and tactics of science. Both fascinating and readable.

Hemple, C. G. Philosophy of natural science. Englewood Cliffs: N.J.: Prentice-Hall, 1966.

Detailed introduction to central topics in contemporary scientific methodology and the philosophy of natural science. Elementary, but not overly simplified. Highly recommended.

Hempie, C. G. Fundamentals of concept formation in empirical science (International encyclopedia of unified science, Vol. II, No. 7). Chicago: University of Chicago Press, 1952.

Classic monograph representing one major school within the philosophy of science. Requires careful reading and re-reading to grasp the content.

Jevons, F. R. Science observed. London: George Allen & Unwin, 1973.

Excellent collection of essays of the role of science in society. Chapter 3 discusses the role of hypotheses in organizing scientific knowledge.

Kaplan, A. The conduct of inquiry. San Francisco: Chandler Publishing Co., 1964.

This text is becoming a classic in the philosophy of science. It is very readable, but some question whether it is sufficiently rigorous.

Kuhn, T. S. The structure of scientific revolutions (2nd ed.). Chicago: University of Chicago Press, 1970.

A classic study of the history of science to reveal the psychologic view of the process of science rather than the logic of the output of science. Highly acclaimed monograph that is worth reading and re-reading.

Nagel, E. The structure of science. New York: Harcourt, Brace & World, 1961.

A definitive text that is oriented primarily to the physical sciences. The content is both comprehensive and compressed--this is not a book for light reading at bedtime. The examples assume a background in science. This text is regarded as one of the most authoritative ones in the field.

Toulmin, S. Foresight and understanding: An enquiry into the aims of science. New York: Harper, 1961.

The purpose of this essay is to replace an over-simplified picture of science with the beginnings of a more truthful and life-like picture. Illustrates the ambiguities and complexities of prediction and explanation with historical events from various sciences.

APPENDIX A

SKILLS ASSESSMENT INSTRUMENT
AND
SELF RATING SUMMARY

SKILLS ASSESSMENT INSTRUMENT
SELF-RATING
WESTERN MICHIGAN UNIVERSITY
CENTER FOR COMMUNITY LEADERSHIP TRAINING

Directions - Place a check mark in the area which represents your best estimate of your current skill level:

Very limited - unable to perform in this area without supervision or further training

Somewhat limited - can perform in this area but prefer supervision

Partially skilled - may require some supervision

Competent - can perform in this area without supervision

Highly proficient - can lead others interested in developing this skill

	Very limited	Somewhat limited	Partially skilled	Competent	Highly Proficient
1. Applying appropriate leadership styles to the situation.					
2. Understanding the social and philosophical bases for community education.					
3. Recruiting and selecting staff.					
4. Preparing community education newsletters, brochures, and other means of information dissemination.					
5. Assisting clients or client systems in the process of setting goals and developing objectives.					
6. Developing, conducting, tabulating, and interpreting surveys.					

	Very limited	Somewhat limited	Partially limited	Competent	Highly Proficient
7. Developing an operating budget.					
8. Assisting in the development of mutually desireable and attainable interagency goals.					
9. Performing an evaluation or assisting the client in his performance of it.					
10. Working with people with different value structures, from different ethnic or racial groups, and different political viewpoints.					
11. Interpreting evaluation data and making indicated program modifications.					
12. Maintaining (financial) records.					
13. Managing time in performance of job responsibilities.					
14. Leading a group.					
15. Articulating the Community Education concept to community and staff.					
16. Developing and implementing methods for maintaining the advisory council.					
17. Speaking before groups.					
18. Providing staff development opportunities.					
19. Delegating responsibility.					
20. Training staff.					

	Very limited	Somewhat limited	Partially skilled	Competent	Highly Proficient
21. Developing leadership and involvement within the council.					
22. Dealing with crisis and stress situations.					
23. Identifying resources (services, facilities, programs, activities, knowledge, skills, funds etc.) present within individuals, groups, or the community.					
24. Interacting with the various racial, ethnic and socio-economic sub-groups within the community.					
25. Observing existing conditions systematically.					
26. Preparing mass media presentation and utilizing the mass media effectively.					
27. Scheduling programs.					
28. Demonstrating the techniques which may be employed to build trust within groups and organizations and between individuals.					
29. Lecturing.					
30. Dealing with conflict.					
31. Applying a leadership style which is not preferred.					
32. Working with the community to develop program goals and objectives.					
33. Facilitating meetings.					

	Very limited	Somewhat limited	Partially skilled	Competent	Highly Proficient
34. Managing an office.					
35. Expanding citizen awareness of social and political forces in the community.					
36. Being perceived by others as caring.					
37. Differentiating between theory and practice in community education.					
38. Demonstrating leadership style flexibility.					
39. Understanding the contributions of such leaders as Manley, Mott and Seay to the community education movement.					
40. Putting theory into practice.					
41. Identifying influential groups and individuals in the community.					
42. Seeing new ways to approach a problem or challenge.					
43. Supervising staff.					
44. Communicating with precision and clarity.					
45. Taking risks.					
46. Listening.					
47. Managing time.					
48. Identifying and using community resources.					

	Very limited	Somewhat limited	Partially skilled	Competent	Highly Proficient
49. Empathizing.					
50. Preparing public information (flyers, newsletters, audio-visual materials, news releases, etc.)					
51. Understanding contributions of the various disciplines to the practice of community education.					
52. Working with and relating to others.					
53. Differentiating the important from the unimportant.					
54. Perceiving relationships of parts and wholes.					
55. Examining strengths, weaknesses and values introspectively.					

SELF-RATING

SUMMARY OF RATINGS BY
SKILL AREA
WESTERN MICHIGAN UNIVERSITY
CENTER FOR COMMUNITY LEADERSHIP TRAINING

Code:

1 Very limited - unable to perform in this area without supervision or further training

2 Somewhat limited - can perform in this area but prefer supervision

3 Partially skilled - may require some supervision

4 Competent - can perform in this area without supervision

5 Highly proficient - can lead others interested in developing this skill

Administrative Skills		Rating
Item		
7.	Developing an operating budget.	____
12.	Maintaining (financial) records.	____
13.	Managing time in performance of job responsibilities.	____
16.	Developing and implementing methods for maintaining the advisory council.	____
19.	Delegating responsibility.	____
22.	Dealing with crisis and stress situations.	____
27.	Scheduling programs.	____
30.	Dealing with conflict.	____
34.	Managing an office.	____
41.	Identifying influential groups and individuals in the community.	____
44.	Communicating with precision and clarity.	____
47.	Managing time.	____
	Mean rating for administrative skills	_____

Staff Development Skills

Item		Rating
3.	Recruiting and selecting staff.	____
18.	Providing staff development opportunities.	____
20.	Training staff.	____
43.	Supervising staff.	
	Mean rating for staff development skills	_____

Public Information Skills

Item		Rating
4.	Preparing community education newsletters, brochures, and other means of information dissemination.	____
15.	Articulating the Community Education concept to community and self.	____
26.	Preparing mass media presentation and utilizing the mass media effectively.	____
35.	Expanding citizen awareness of social and political forces in the community.	____
50.	Preparing public information (flyers, newsletters, audio-visual materials, news releases, etc.)	____
	Mean rating for public information skills	_____

Goal Setting Skills

Item		Rating
5.	Assisting clients or client systems in the process of setting goals and developing objectives.	____
32.	Working with the community to develop program goals and objectives.	____
	Mean rating for goal setting skills	_____

Trust Building Skills

Item		Rating
28.	Demonstrating the techniques which may be employed to build trust within groups and organizations and between individuals.	____
36.	Being perceived by others as caring.	____
45.	Taking risks.	____
49.	Empathizing.	____
52.	Working with and relating to others.	____
	Mean rating for trust building skills	_____

Conceptualizing Skills

Item		Rating
2.	Understanding the social and philosophical bases for community education.	____
37.	Differentiating between theory and practice in community education.	____
39.	Understanding the contributions of such leaders as Manley, Mott and Seay to the community education movement.	____
40.	Putting theory into practice.	____
42.	Seeing new ways to approach a problem or challenge.	____
51.	Understanding contributions of the various disciplines to the practice of community education.	____
53.	Differentiating the important from the unimportant.	____
54.	Perceiving relationships of parts and wholes.	____
55.	Examining strengths, weaknesses, and values introspectively.	____
	Mean rating for conceptualizing skills	_____

Group Leadership Skills

Item		Rating
8.	Assisting in the development of mutually desireable and attainable interagency goals.	____
10.	Working with people with different value structures, from different ethnic or racial groups, and different political viewpoints.	____
14.	Leading a group.	____
17.	Speaking before groups.	____
21.	Developing leadership and involvement within the council.	____
24.	Interacting with the various racial, ethnic and socio-economic sub-groups within the community.	____
29.	Lecturing.	____
33.	Facilitating meetings.	____
46.	Listening.	____
	Mean rating for group leadership skills	_____

Assessment Skills

Item		Rating
6.	Developing, conducting, tabulating, and interpreting surveys.	____
23.	Identifying resources (services, facilities, programs, activities, knowledge, skills, funds, etc.) present within individuals, groups, or the community.	____
25.	Observing existing conditions systematically.	____
41.	Identifying influential groups and individuals in the community.	____
48.	Identifying and using community resources.	____
	Mean rating for assessment skills	_____

Evaluation Skills

Item	Rating
9. Performing an evaluation or assisting the client in his performance of it.	____
11. Interpreting evaluation data and making indicated program modifications.	____
Mean rating for evaluation skills	_____

Style Flexibility Skills

Item	Rating
1. Applying appropriate leadership styles to the situation.	____
31. Applying a leadership style which is not preferred.	____
38. Demonstrating leadership style flexibility.	____
Mean rating for style flexibility skills	_____

APPENDIX B

FILMS CURRENTLY USED IN THE
CONCEPTUAL SKILL BUILDING PROCESS

FILMS CURRENTLY USED IN THE CONCEPTUAL SKILL BUILDING PROCESS

"A Sense of Community," available on free loan from Modern Talking Pictures Service, 2323 New Hyde Park Road, New Hyde Park, NY 11040.

"To Touch a Child," the story of how community schools started in Flint, Michigan. Available for free loan from any of the centers for community education and from the Conferences and Visitations Department of the Flint Community Schools, 923 East Kearsley Street, Flint, Michigan 48503. The film can be purchased from Centron Corporation, 1621 West Ninth Street, Post Office Box 687, Lawrence, Kansas 16044.

"Community Education Processes: How They Work" - Films and filmstrips as follows:

"How to Start a Community Education Program"
"Role of the Community School Coordinator"
"The Community Council"
"Cooperative Agency Relationships"

Note: The film on the role of the coordinator has been most useful in stimulating discussion about the concept of community education and the elements included in a comprehensive program. These films are available from from the Center for Community Education.

"These films are available from the centers for community education across the Country."

APPENDIX C

FIRST SEMESTER SEMINAR AGENDA

(SEMINAR AGENDA ARE INCLUDED TO ILLUSTRATE THE CONTENT AREAS COVERED AND RESOURCES UTILIZED IN BUILDING THE KNOWLEDGE BASE).

AGENDA
ADVANCED SEMINAR IN COMMUNITY EDUCATION
THURSDAY, SEPTEMBER 13, 1979

9:00 a.m. - 10:00 a.m.

Brief Introductions - DCW
Seminar Expectations (See "Course Description")

10:00 a.m. - 11:00 a.m.

Film - "To Touch A Child"
Discussion of Flint experience as it relates to historical development of community education

11:00 a.m. - 12:00 noon

Historical Antecedents of Community Education
Seay - Chapter II
Melby and Minardo - Phi Delta Kappan, November, 1972
Jeffrey - "Stages in Development of the Concept of Community Education."
Weaver - Comments

Assignment - Due Thursday, September 20

1. Prepare a two page critique of

   Weaver - The Emerging Community Education Model (1972)

   You will find the following materials helpful as they relate to this article:

   Phi Delta Kappan (November, 1972) - especially articles by Minzey, Kerensky and Melby

   Process Perspectives Page 12-59
   Available in the Center Resource Room and Campus Bookstore

   C.S. Mott Foundation Annual Report - 1977

   Grand Rapids Community Education Program

   M.C.S.E.A. News - August, 1979
   Kanner and Carmody

2. Be prepared to indicate areas of concern for content to be programmed into the Seminar.

3. Be prepared to discuss your own background as it related to Seminar content.

4. Present two reading cards.

AGENDA
ADVANCED SEMINAR IN COMMUNITY EDUCATION
THURSDAY, SEPTEMBER 20, 1979

9:00 a.m. - 10:00 a.m.	Shared Readings
10:00 a.m. - 10:30 a.m.	Concerns Census
10:30 a.m. - 10:45 a.m.	Finalize Flint Laboratory Visit
10:45 a.m. - 12:00 Noon	The Community Education Concept

Assignment - Due September 28*
Two Reading Reports

*NOTE - We meet on Friday next week.

Also, next week Friday at 11:00 a.m., Dr. Maurice Seay will be with us to discuss "The Threads That Run So True - in Community Education".

AGENDA
ADVANCED SEMINAR IN COMMUNITY EDUCATION
FRIDAY, SEPTEMBER 28, 1979

I. REMINDER - We leave at 6:30 a.m. Thursday, October 4 for Flint. We will meet at the back door of Sangren Hall in the parking lot.

II. REMINDER - The Seminar will not meet next week due to the trip to Flint. Our next meeting is Thursday, October 11.

III. COMMENTS REGARDING CRITIQUES - DCW

IV. HISTORICAL PERSPECTIVES

V. CURRENT COMMUNITY EDUCATION MODELS

VI. "THREADS THAT RUN SO TRUE" - Dr. Maurice Seay

VII. ASSIGNMENT - Due Thursday, October 11

Prepare a two-page critique of one of the following using the others as reference:

Coleman - "Community Disorganization"

Johnson - "Community Education as a Political Phenomenon"

Keyes - "In Search of Community"

Weaver - "Making Sense Out of Community"

AGENDA
ADVANCED SEMINAR IN COMMUNITY EDUCATION
OCTOBER 11, 1979

I. SHARED READINGS

II. CURRENT COMMUNITY EDUCATION MODELS

School Based - "Program Oriented"
Conventional - "Program to Process"
Emerging - "Theoretical"
Community Development - "Futuristic"

III. CRITIQUE OF FLINT VISIT - Lee

IV. ASSIGNMENT: Due October 25

Concentrate your readings between now and October 25 in the general area of "Administration and Leadership in Community Education" (See Hand-out "References in Administration and Leadership").

Be prepared to discuss the following questions:

1. How do you distinguish between the administration and leadership functions in community education?

2. What do you consider to be the prime factors in leadership effectiveness?

3. How is the social systems concept of use to the community educator?

V. THE FOLLOWING HAND-OUTS ARE PROVIDED TO ASSIST YOU IN DIRECTING YOUR READING DURING THE NEXT FEW WEEKS:

"A Statement of beliefs" - Prepared by 1968 Mott Interns

Annotated Bibliography - Prepared by Seminar Participants

"Boles - Weaver Interchange" - Regarding article from Detroit News

Cartoon - The Community School Director As Seen By Various Publics

Community Development - Authored by Center Staff, 1978

Farbro - "Behavioral Science and Management Style"

Harris - "Can Man Dominate His Own Institutions?"

References - Administration and Leadership

AGENDA
ADVANCED SEMINAR IN COMMUNITY EDUCATION
OCTOBER 25, 1979

I. CRITIQUING TIPS

A. Avoid summary only - any reference to the writer's contribution should be followed by an attempt to relate to or extend the writer's contribution.

B. Avoid editorial comment - it is a mighty poor writer (or a mighty weak critiquer) where some reaction or extension is not possible.

C. Be specific regarding that to which you react, relate or extend - in most articles it is probably best to select two, three or four of the writer's points and deal with those specifically.

D. Remember, it should be possible for the reader of your critiques to infer your philosophical position regarding community education based upon your critiques.

II. MODELS OF COMMUNITY EDUCATION (Cont'd)

III. SKILL REQUIREMENTS TO IMPLEMENT THE MODELS

IV. COMMUNITY

A. How do you define community?

B. What does Coleman mean by "community disorganization"?

C. What are the implications of Keyes ambivalence about community for those seeking to develop it?

D. Which of Weaver's "conditions" for a sense of community apply to communities you can identify?

E. What observations can you make as a result of your critique of "community"?

V. ADMINISTRATION VS LEADERSHIP

A. Elements of Administration and Leadership

B. Factors in Leadership Success

C. Administration and Leadership Applied to Community Education

VI. ASSIGNMENT - Due Thursday, November 1, 1979

Reading cards only - no limitation on content. Our next topic area will be "Dysfunctions Within Organizations".

AGENDA
ADVANCED SEMINAR IN COMMUNITY EDUCATION
THURSDAY, NOVEMBER 1, 1979

9:00 a.m. - 10:00 a.m.	Shared Readings
10:00 a.m. - 10:15 a.m.	Break
10:15 a.m. - 11:00 a.m.	Discussion Questions on Community
11:00 a.m. - 12:00 noon	Administration as Leadership in Community Education

Assignment - Due next time we meet

Reading Cards

Be sure to read Ault - "Organization Development Strategies Applied to Community Education" before our session on November 15.

Discussion - Plans for Ault Visit on November 15

Issue - Can we schedule an alternate meeting time for the Seminar scheduled for November 8?

AGENDA
ADVANCED SEMINAR IN COMMUNITY EDUCATION
NOVEMBER 7, 1979

9:00 a.m. - 9:15 a.m.	Comments - "Organization Development." (See letter regarding Ault Visit)
9:15 a.m. - 10:15 a.m.	Shared Readings
10:15 a.m. - 10:30 a.m.	Break
10:30 a.m. - 12:00 noon	Administration and Leadership in Community Education

ASSIGNMENT - Due December 6

1. A two-page critique of Dick Ault's presentation on November 15. (Hand-outs on Organization Development provide some material to which you can relate).

2. Read:

   A. Miller, "Certification - What Community Educators Think" Community Education Journal (June, 1979) p. 29.

   B. Weaver, "A Case for Professional Performance Standards for Community Educators." Community Education Journal (Oct., 1978) pp. 18-20.

FUTURE AGENDA

November 15 - Ault

November 22 - Thanksgiving Recess

November 29 - Omit - N.C.E.A.

December 6 - Shared Readings

Organization Development
Certification of Community Educators

December 13 - 1. Community College Role in Community Education
2. Cross-Cultural Consideration in Community Education
3. The Principal's Role in Community Education

December 20 - Wrap-up

AGENDA
ADVANCED SEMINAR IN COMMUNITY EDUCATION
DECEMBER 6, 1979

9:00 a.m. - 10:15 a.m.	"Shared Readings"
10:15 a.m. - 10:30 a.m.	Break
10:30 a.m. - 11:30 a.m.	"Group Critique of Ault Presentation"
11:30 a.m. - 12:00 noon	"Certification - Pros and Cons"

Assignment - Readings only

Future Agendas -

December 13 - "Cross-cultural Considerations in Community Education"

Jamaica - Deloris
Iraq - Nadhim
Maylasia - Rafitah

December 20 - "Australian Observations" by Mary

Wrap-up